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OISE Bulletin

1994/95

Graduate Degrees in Education
University of Toronto/
The Ontario Institute for Studies in Education

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OISE Bulletin

1994/95

Graduate Degrees in Education
University of Toronto/
The Ontario Institute for Studies in Education

All inquiries should be addressed to the Registrar,
Ontario Institute for Studies in Education,
252 Bloor Street West,
Toronto, Ontario, Canada M5S 1V6

Students should bring this Bulletin when they register.
No assurance can be given that additional copies
will be available at that time.

1. The Bulletin of the Institute is published some months before the opening of the Session. Staff, programs, courses, regulations, grading policies, and dates are expected to be as announced. At time of publication, the University of Toronto 1994/95 fees schedule has not yet been established; the amounts quoted in the fees section are from the 1993/94 schedule, and are expected to increase in 1994/95.

2. The Institute reserves the right to change policies and curriculum as well as any of the rules and regulations published in this Bulletin. In order to properly exercise its educational responsibility, the Institute may also change its grading policies from time to time. All such changes are effective at such times as the proper authorities determine, and may apply not only to prospective students but also to those who are already enrolled at the Institute.

3. Applications/Admissions:

(a) The deadline for submitting application forms is January 15, 1994, for the 1994/95 Regular Session. While applications will be received after this date, no guarantee of admission to either degree programs or courses can be made.

(b) The Graduate Department of Education cannot undertake to recommend for admission to the School of Graduate Studies every applicant who meets the minimal admission requirements.

4. The Institute reserves the right to limit the number of registrants in any course of instruction offered in circumstances where the number of qualified applicants for a course exceeds the teaching resources available to the faculty.

5. All graduate degree programs are subject to the academic regulations of the University of Toronto School of Graduate Studies. Applicants and students are advised to consult the School of Graduate Studies Calendar.

6. Veuillez noter que l'Institut n'offre que quelques cours en français sur le campus. Il est très peu probable que l'on puisse poursuivre un programme d'études entièrement en français sur le campus ; toutefois, le bureau de la formation à distance offre présentement deux programmes d'études en français. Prière de consulter la page 60 pour plus de renseignements sur ces programmes.

Notice of Collection of Information and Disclosure

In accordance with Section 39(2) of the Freedom of Information and protection of Privacy Act in the Province of Ontario, you are hereby notified that the personal information relating to you is being collected for the proper administration of graduate degree programs and academic records, and statistical purposes of the Ontario Institute for Studies in Education, and in accordance with Section 42, authorizes the Institute to disclose such information for the purposes of conducting the business of the Institute as it relates to graduate programs, determining academic performance and eligibility for scholarships, grants and loans to any educational institution, the Federal Government and its collection agencies, other ministries of the Ontario Government, other educational authorities both inside and outside the Province of Ontario, and financial institutions with which you may have a student loan. This information is collected under the legal authority of the Ontario Institute for Studies in Education Act, R.S.O. 1980, c.341. Questions about this collection should be directed to the Assistant Director (Academic), Office of the Assistant Director (Academic), Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Canada M5S 1V6 (telephone: 416-923-6641).

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ACADEMIC CALENDAR

1994

JANUARY 4
Lectures for the second term of the Regular Session begin

JANUARY 7
Final date for registration for students beginning their programs in second term. After this date a late registration fee will be assessed

JANUARY 15
Balance of required fees due without further notice

JANUARY 15
Final date for submitting application forms, together with all pertinent documentation, for admission to degree programs commencing in the 1994 Summer Session or the 1994/95 Regular Session. While applications will be received after this date, no guarantee of possible admission to either degree programs or courses can be made.

JANUARY 15
Final date for receipt of applications for a 1994/95 Regular Session Graduate Assistantship (for full-time study only)

JANUARY 20
Grade submission date for 1993/94 first term courses. (Grades will be mailed to students in mid-February)

JANUARY 20
Final deadline for SDF designation for 1993 Summer Session courses to be changed to a regular grade or a failure

JANUARY 22*
Final date for students who hold dual registration as candidates for both M.A. and Ph.D. degrees to be recommended for the master's degree if they are to receive Ph.D. residence credit for the year

JANUARY 22*
Final date for submitting appropriate documentation for M.A. and M.Ed. degrees to be conferred in absentia at the March meeting of the Governing Council

JANUARY 28
Final date for registration for students beginning programs in second term

JANUARY 28
Final date for adding second term courses

JANUARY 31†
Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred in absentia at the March meeting of the Governing Council

FEBRUARY 25
Final date for withdrawing from second term and full year courses without academic penalty

MARCH 1
Pre-enrolment forms for Summer Session and Regular Session for continuing students will be mailed at this time

MARCH 14–18
Midwinter break in the Ontario school system (no OISE classes scheduled)

APRIL 1
Deadline for formation of M.A., Ed.D., and Ph.D. thesis committees

APRIL 1
Good Friday (offices closed)

APRIL 4
Easter Monday (offices closed)

APRIL 8
Last day of lectures, Regular Session

APRIL 13
Continuing students should pre-enrol in courses for both Summer Session and Winter (Regular) Session (first and second term) prior to this date. Maximum enrolment may be reached in some courses well before it

APRIL 22*
Final date for submitting recommendations for M.A. and M.Ed. degrees to be awarded at Spring Convocation

APRIL 29†
Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at Spring Convocation

MAY 20
Grade submission date for 1993/94 second term and full year courses. (Second term and full year course grades will be mailed to students in mid-June)

MAY 20
Final deadline for SDF designation for 1993/94 first term courses to be changed to a regular grade or a failure

MAY 23
Victoria Day (offices closed)

JUNE
Spring Convocation (to be announced)

JULY 1
Canada Day (offices closed)

JULY 4–5
Summer Session registration

JULY 4
First day of lectures, Summer Session

JULY 15
Deadline for course changes in Summer Session

AUGUST 1
Civic Holiday (offices closed, classes rescheduled)

AUGUST 11
Last day of lectures, Summer Session

SEPTEMBER 5
Labour Day (offices closed)

SEPTEMBER 12–15
Regular Session registration: for full-time students, 10 a.m.–12 noon and 2 p.m.–3 p.m.; for part-time students, 3:30 p.m.–5:30 p.m.

SEPTEMBER 12
Lectures begin; however, first classes will not be held the evening of September 14, and all day (daytime and evening) on Yom Kippur, September 15

SEPTEMBER 16
After this date a late registration fee will be assessed

SEPTEMBER 19*
Final date for submitting appropriate documentation for M.A. and M.Ed. degrees to be awarded at Fall Convocation

SEPTEMBER 30
Grade submission date for 1994 Summer Session courses. (Grades will be mailed to students toward the end of October)

SEPTEMBER 30
Final deadline for SDF designation for 1993/94 second term and full year courses to be changed to a regular grade or a failure

OCTOBER 7
Final date for Ph.D. candidates in the ultimate year of required residence to submit thesis title and supervisor

OCTOBER 7†
Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at Fall Convocation

OCTOBER 7
Final date for adding first term and full year courses

OCTOBER 7
Fees: If Regular Session fees remain unpaid by this date, students will be considered as having withdrawn

OCTOBER 10
Thanksgiving Day (offices closed, classes rescheduled)

NOVEMBER
Fall Convocation (to be announced)

NOVEMBER 4
Final date for withdrawing from first term courses without academic penalty

DECEMBER 9
Last day of lectures of first term courses

1995

JANUARY 2
Lectures for the second term of the Regular Session begin

JANUARY 6
Final date for registration for students beginning their programs in second term. After this date a late registration fee will be assessed

JANUARY 15
Balance of required fees due without further notice

JANUARY 15
Final date for submitting application forms, together with all pertinent documentation, for admission to degree programs commencing in the 1995 Summer Session or the 1995/96 Regular Session. While applications will be received after this date, no guarantee of possible admission to either degree programs or courses can be made

JANUARY 15
Final date for receipt of applications for a 1995/96 Regular Session Graduate Assistantship (for full-time study only)

JANUARY 20
Grade submission date for 1994/95 first term courses. (Grades will be mailed to students in mid-February)

JANUARY 20
Final deadline for SDF designation for 1994 Summer Session courses to be changed to a regular grade or a failure

JANUARY 20
Final date for registration for students beginning programs in second term

JANUARY 20
Final date for adding second term courses

JANUARY 20*
Final date for students who hold dual registration as candidates for both M.A. and Ph.D. degrees to be recommended for the master's degree if they are to receive Ph.D. residence credit for the year

JANUARY 20*
Final date for submitting appropriate documentation for M.A. and M.Ed. degrees to be conferred in absentia at the March meeting of the Governing Council

JANUARY 31†
Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred in absentia at the March meeting of the Governing Council

FEBRUARY 24
Final date for withdrawing from second term and full year courses without academic penalty

MARCH 1
Pre-enrolment forms for Summer Session and Regular Session for continuing students will be mailed at this time

MARCH 13–17
Midwinter break in the Ontario school system (no OISE classes scheduled)

APRIL 1
Deadline for formation of M.A., Ed.D., and Ph.D. thesis committees

APRIL 7
Last day of lectures, Regular Session

APRIL 13
Continuing students should pre-enrol in courses for both Summer Session and Winter (Regular) Session (first and second term) prior to this date. Maximum enrolment may be reached in some courses well before it

APRIL 14
Good Friday (offices closed)

APRIL 17
Easter Monday (offices closed)

APRIL 21*
Final date for submitting appropriate documentation for M.A. and M.Ed. degrees to be awarded at Spring Convocation

APRIL 28†
Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at Spring Convocation

MAY 19
Grade submission date for 1994/95 second term and full year courses. (Second term and full year course grades will be mailed to students in mid-June)

MAY 19
Final deadline for SDF designation for 1994/95 first term courses to be changed to a regular grade or a failure

MAY 22
Victoria Day (offices closed)

JUNE
Spring Convocation (to be announced)

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* The information must be submitted to the Office of Graduate Studies, OISE, by this date, which precedes the School of Graduate Studies' final date, to allow for processing and forwarding the necessary documentation.

† Arrangements must be made through the Office of Graduate Studies, OISE, at least seven working weeks before this date for Ed.D. and Ph.D. candidates.

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

OISE was established in 1965 by a special act of the Ontario legislature to provide graduate level programs, to conduct research and disseminate its findings, and to engage in field development activities in education.

The OISE building is situated in the centre of Toronto adjacent to the campus of the University of Toronto. Toronto is a multicultural city with a metropolitan population of nearly three million people.

As a graduate school of education affiliated with the University of Toronto, Canada's largest university, OISE provides most of the master's-level and nearly all of the doctoral programs in education in the province. OISE is also a major centre of educational research and development in Canada. OISE's exclusive focus on graduate studies, research, and development in education provides a unique setting for faculty, professional research staff, and students to address significant educational problems and issues.

OISE offers graduate programs through its academic departments. Most courses are offered on campus, but some (about 25 per year) are offered through OISE's Field Centres or by distance education modes of delivery. Collaborative programs with the University's Faculty of Education (FEUT) are offered under the auspices of the Joint Centre for Teacher Development, which was created under a new ten-year affiliation agreement between OISE and the University of Toronto in 1989. This affiliation agreement also created a Joint Committee on Education to advise both institutions on matters of graduate program policy in education. Although OISE administers all admission procedures, program regulations, financial awards, and degree requirements, its admission and programs are subject to the regulations of the University's School of Graduate Studies; graduating students receive University of Toronto degrees.

OISE conducts major research and development projects through its internal Research Centres, through its departments, and through Field Centres located across the province. In addition to its faculty complement of about 130, OISE has a large professional research staff to assist in carrying out its research and development mandate.

The Institute provides extensive resources for educational research and graduate studies. The R. W. B. Jackson Library holds the most extensive specialized research collection in education in Canada and is one of the finest of its kind in the world. It also houses Ontario's Educational Research Information Services (ONTERIS), formerly operated under the Ministry of Education. In addition, special resource collections are located in the Modern Language Centre and the Centre for Women's Studies in Education. Students also have access to the University's libraries, including the Robarts

Library, which houses one of the largest humanities and social sciences research collections in North America. Other collections and research reports can be accessed electronically.

The Institute also has a central computer facility. The Computer Services Group provide training and assistance to students in computer use.

OISE currently has an enrolment of nearly 1550 master's and over 900 doctoral students at various stages in their programs. Over 900 are engaged in full-time study; about fifteen per cent of these are international students. OISE's students come from a wide variety of backgrounds in public and private education at the elementary, secondary, and postsecondary levels of the system; many also come from the health and social services professions and from non-governmental organizations. Seventy-three per cent of our students are women. OISE graduates hold faculty and administrative positions in universities and other organizations across Canada and throughout the world.

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Assistant Director (Academic) and Chairperson, University of Toronto Graduate Department of Education

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APPLICATION FOR ADMISSION

The Ontario Institute for Studies in Education conducts, within the School of Graduate Studies of the University of Toronto, programs leading to the graduate degrees of Master of Education, Master of Arts, Doctor of Education, and Doctor of Philosophy. Members of the academic staff of the Institute, together with some cross-appointees from various divisions of the University, constitute the Graduate Department of Education of the School of Graduate Studies. Students are registered, through this Department, in the School of Graduate Studies of the University of Toronto.

Note that graduate degrees in education at OISE do not constitute certification for teaching in Ontario.

Admission procedures deal with the question of whether or not an applicant may be admitted to a particular degree program, and under what conditions. Registration refers to procedures at the opening of a session, including payment of fees, enrolment in particular courses, etc. The sequence of steps involved in admission and registration is detailed below. The general requirements are to be found in the section entitled "General Requirements for Admission and Degrees."

M.ED., M.A., ED.D., AND PH.D. APPLICANTS

1. For information and application forms, write directly to:

Admissions
Office of Graduate Studies, OISE
252 Bloor Street West
Toronto, Ontario M5S 1V6

All applicants must complete an application form, clearly indicating the OISE department and degree applied for, and return it to the above address.

Applicants to all departments should carefully review the specializations within departments and clearly indicate on form B#3 of the application materials which specialization they wish to pursue.

2. Application forms should be submitted with attachments (b), (e), and (f) listed below and arrangements should be made for submission of the remaining documentation:

(a) three official transcripts (not returnable) to be sent directly from the university to this institution, bearing marks attained of all undergraduate and graduate study to date (non-English transcripts from outside Canada must be accompanied by an officially certified English translation);

(b) $60 application fee (Canadian funds—not refundable) in the form of a certified cheque or money order payable to the University of Toronto; applications will not be processed without this fee. (Under unusual circumstances, U.S. funds drawn on a U.S. bank may be submitted.) Applicants previously registered in the School of Graduate Studies are not required to pay the application fee;

(c) where applicable, three copies of

documents (not returnable) attesting to teacher education, teacher certification, and experience;
(d) at least two letters of reference (not returnable) to support the application (see departmental sections): use forms entitled Letter to Support Application for Admission enclosed with the application forms;
(e) a résumé (not returnable), in duplicate, indicating in specific terms study interests, previous career, and future goals. (Applicants to the Department of Curriculum must submit a *statement of purpose*; see Department of Curriculum section of this Bulletin.)
(f) evidence of facility in the English language for all applicants whose mother tongue is not English and who graduated from a university outside Canada where the language of instruction was not English. This requirement must be satisfied and the documents submitted at the time of application. The application will not otherwise be considered.
One of the following tests must be taken:

Test of English as a Foreign Language (TOEFL)
Educational Testing Service
P.O. Box 6151, Princeton
New Jersey 08541-6151, U.S.A.

(It is compulsory for applicants completing the TOEFL to also complete the TWE [test of written English].)

or Michigan English Language Assessment Battery (MELAB)
English Language Institute (ELI)
University of Michigan
Ann Arbor, Michigan 48109,
U.S.A.

or University of Cambridge Local Examinations Syndicate
International English Language Testing System (IELTS)
1 Hills Road
Cambridge, U.K. CB1 2EU

(Applicants may also contact their nearest British Council Office.)

or (if already residing in Canada)
Certificate of Proficiency in English Test (COPE)
School of Continuing Studies
University of Toronto
Toronto, Ontario M5S 2V8

The passing score required is at least 580 on the TOEFL and 5 on the TWE, 92 on the ELI test, 7.0 on the IELTS test, or 5 on the COPE test (with a score of at least 2 in the writing section).

3. Many applicants for admission as full-time students may also be applying for an OISE Graduate Assistantship (see page 43). Deadline for submission of the Graduate Assistantship application form is January 15.

4. Application forms for all degree programs must be submitted not later than January 15 for registration in the 1994/95 Regular Session, which starts in September. While applications will be received beyond this date, no guarantee of admission can be made.
Many students accepted to a program may wish, or be expected, to commence in the 1994 Summer Session. At the time of acceptance applicants who have indicated on their application form that they wish to commence in the summer will receive Summer Session information.

5. All master's candidates in the Graduate Department of Education wishing to proceed to doctoral degree programs must apply for admission and be considered in competition with all other doctoral applicants.

6. Ed.D. applicants should note that the process of application, assessment, and acceptance for study in the Ed.D. program, both part-time and full-time, can be rather lengthy; further, a period of prerequisite study may be required.

Accordingly, applicants are advised to initiate the application process well in advance of published deadlines. The Ed.D. program in some OISE departments may be commenced on a part-time basis; however, a full year of resident study must be undertaken before completion of the degree. (See Department of Educational Administration Ed.D. programs.)

7. Applicants unable to attend the session for which they have been accepted must normally reapply (updating documentation where necessary) and compete with all other applicants for the later session. However, it will not be necessary to pay the application fee again if application is made within twelve months from the date of previous acceptance. In some exceptional circumstances a department may wish to recommend a postponement of admission. Such postponement can only be for a twelve-month period following the date of initial acceptance. The request must be initiated by the applicant through the Office of Graduate Studies by September 30 of the year of acceptance. Applicants approved for postponement should know that any changes subsequently made to the degree program requirements will be operative in the postponed program. Documents of applicants who have not previously registered at OISE will be kept on file for two years only and are not returnable.

Normally applicants can expect a decision regarding their admissibility during the latter part of April.

SPECIAL STUDENTS

Applicants interested in taking a course as a Special Student on a part-time basis should request the Office of Graduate Studies, OISE, to send the appropriate forms. When these are submitted they should be accompanied by a statement indicating why Special Student status is requested.

Students accepted to a doctoral program may be required to undertake some prerequisite study as a Special Student. Such study can be taken on a full- or part-time basis.

Students interested in taking courses on a full-time basis as a Special Student and not for degree purposes should follow the application procedures for degree applicants.

Documentation submitted to the Office of Graduate Studies cannot be returned to the applicant.

See the section "General Requirements for Admission and Degrees" for further information.

Please note: Special Students cannot receive degree credit for courses taken under Special Student registration at the University of Toronto.

Also note: For enrolment in courses, priority is given to OISE degree students, then University of Toronto degree students, and finally Special Students.

GENERAL INFORMATION

PRE-ENROLMENT FOR CONTINUING M.A., M.ED., ED.D., AND PH.D. STUDENTS

The pre-enrolment forms for course selection for the 1994 Summer Session and the 1994/95 Regular Session will be mailed during the week of *March 1*. The student telephone service will be available March 21. You should pre-enrol in courses before April 13 either by using the telephone service or by returning the pre-enrolment forms. Maximum enrolment may be reached in some courses well before the latter date. These dates apply to courses in both the first and second terms of the Regular Session.

Please note: No guarantee of acceptance into either the first or second choice of courses can be given for either term. *Should you not get into any courses of your choice, we suggest that you attend the first class and speak to the instructor of the course regarding possible admittance.*

DEFINITION OF FULL-TIME STUDY

Full-time graduate students are defined according to government regulations as follows:
(a) They must be pursuing their studies as a full-time occupation and identify themselves as full-time graduate students in all documentation.
(b) They must be considered by the OISE Office of Graduate Studies to be in full-time study.
(c) They must be geographically available and visit the campus regularly.
(d) They must limit employment to an average of ten hours a week in any term.
(See Definition of Residence, page 15.)

DEFINITION OF PART-TIME STUDY/AFTER-HOURS CLASSES IN REGULAR SESSION

During the 1994/95 Regular Session, it is anticipated that many of the courses will be offered in the late afternoon or evening. Normally, fully employed part-time students interested in after-hours classes may pursue one of the following patterns of study: (a) one half-course in each of the two terms; (b) two half-courses that run for the full year; (c) one full course that runs for the full year; or (d) where scheduling necessitates, one half-course that is offered for the full year along with the other half-course that is offered in either the first or second term. With faculty advisor's approval, some students may take more than two half-courses in the Regular Session but not more than two half-courses in any one term.

Students should give careful consideration to the demands of their employment when discussing with their faculty advisor the number of courses they can realistically carry. A heavy employment load will not be an acceptable reason for an instructor to assign a non-grade report of SDF (standing deferred) unless there are totally unanticipated circumstances.

STUDY IN SUMMER SESSION

While *April 13* is the last date for students continuing in the same degree program to submit applications for pre-enrolment in the Summer Session, students would be well advised to pre-enrol before that date since enrolment in most classes is limited.

Students may enrol for not more than two half-courses in any one Summer Session. Since this constitutes a full-time course load, a student should not undertake employment for more than ten hours a week during the Summer Session. A student working up to twenty hours a week may undertake one half-course if the class hours can be accommodated along with the working hours.

January 15 is the deadline for new applicants who plan to begin their program in either summer, fall, or spring. While applications will be received after this date, no guarantee of admission can be made.

OFF-CAMPUS COURSES

OISE offers off-campus sections of some courses in a variety of Ontario locations (for example, Kitchener, Peterborough, Cochrane, Dryden, Sault Ste. Marie).

Students applying for off-campus studies should be aware that although OISE endeavors to offer as many off-campus courses as possible, a commitment to offer courses in any one site each year is not always possible. Therefore, it is important for off-campus applicants to understand that they may be obliged to enrol in on-campus courses.

Most off-campus courses are offered in a distance education mode. For audio-conferencing courses, students will be expected to attend at least two face-to-face workshops with their instructor (one at the beginning and one at the end of the course) at a designated site. For computer-conferencing courses, students must have regular access to a computer and modem.

Students living in Northern Ontario—i.e., north of Parry Sound—will be expected to use their nearest Contact North/Contact Nord site for actual classes in audio-conferencing seminar modes. Students living in Southern Ontario and beyond a 90 km radius of Toronto will be given a designated site once student locations are known from course pre-enrolment forms. In between the face-to-face workshops, students work in local sites and communicate with their peers in other sites and the instructor in scheduled telephone-based classes, or in asynchronous computer-based seminars. Students in different geographic areas are linked via an audio-conference bridge for small- and large-group interactions. OISE and CN/CN supply expertise and audio equipment.

Off-campus students are asked to pre-enrol for courses by the deadline date listed in the OISE Course Schedule (off-campus section). A course may be cancelled if there is no evidence of adequate enrolment.

COURSE REQUIREMENTS

Course requirements are the same for both off- and on-campus students. Please consult the departmental sections.

ON-CAMPUS REQUIREMENTS

Part-time Ed.D. students are required to take at least four half-courses on campus.

ADMISSION PROCEDURES

New part-time degree applicants and

part-time Special Students should contact their local OISE Field Centre (see listing in "Field Services and Research" section of this Bulletin) for application forms. In areas of the province not served directly by a field centre, contact should be made with the Office of Graduate Studies at OISE. Admission procedures are the same for all students and are outlined in the "Application for Admission" section. Applications for new students should be submitted by January 15.

Continuing part-time off-campus degree students are advised to comply with the on-campus deadlines; however, late applications will be considered. It should be noted that some courses have a restricted enrolment.

REGISTRATION

Part-time off-campus students *who have already been admitted* to a degree program register by mail. A fees form will be mailed to the student when all admission conditions have been met. Please refer to registration materials that are mailed to students each year for appropriate dates and procedures. *M.A. students please note* that registration takes place through the School of Graduate Studies at the University of Toronto and the Office of Graduate Studies, OISE. See registration materials for appropriate dates and procedures.

OFF-CAMPUS LIBRARY SERVICES

The R. W. B. Jackson Library makes available, either directly or through the local field centres, all essential reading materials for off-campus students to meet the requirements of their courses. In addition, full reference services are offered, including the preparation of computerized literature searches and the acquisition of materials through interlibrary loan.

DEFINITION OF RESIDENCE

All doctoral and some master's programs require a specified period of residence. To fulfil the residence requirement a student must be in full-time attendance as specified in the requirements for the particular degree, and in such geographical proximity as to be able to participate fully in the university activities associated with the program. (See item (e) under Master of Arts, program of study, in the "General Requirements for Admission and Degrees" section of this Bulletin for master's programs requiring residence.) Residence requirements can be fulfilled only through two consecutive terms of the regular academic session (i.e., the first term—September through December—followed by the second term—January through April—in the same session, or the second term in one session followed by the first term in the next session). Ordinarily, Summer Session cannot count for residence credit. (But see the Department of Educational Administration's Ed.D. Administrator Doctoral Program.)

Where full-time study is required for a degree program, such study ordinarily commences in September. While it is possible to begin full-time study in January, the OISE department in which the program is being undertaken must be in a position to offer that program commencing in January. For example, if a certain course is required at the beginning of the program, the department must have scheduled such a course to commence in January.

PARENTAL LEAVE

OISE students may apply to the Office of Graduate Studies, OISE, for a parental leave during their program of study. This policy is intended to recognize the need for leave at the time of pregnancy, birth, or adoption, and to permit a pause in studies in order to provide full-time care in the first year of parenting a new child. A parent may request up to three terms of leave to be completed within twelve months of the date of birth or custody. Where both parents are graduate students seeking parental leave, the total number of terms cannot exceed four. Students on leave will not be eligible to receive OISE Graduate Assistantships, or Scholarships, or other OISE awards; only OISE Scholarships may be deferred. In the case of other fellowships, the regulations of the particular granting agency will apply. The terminal date for the completion of the degree program will, upon request of the student, be extended by the duration of the leave taken. Where possible, the start and finish of the leave should coincide with the start and end of a term.

LEAVE FOR EXCEPTIONAL HEALTH PROBLEMS OR SERIOUS PERSONAL CIRCUMSTANCES

OISE students may apply to the Office of Graduate Studies, OISE, for a one- to three-term leave during their program of study on the grounds of exceptional health problems or serious personal circumstances that temporarily make it impossible to continue the program even on a part-time basis. Ultimate approval rests with the University of Toronto School of Graduate Studies, and only in the most exceptional set of circumstances will a leave be granted. While on leave, students will not be registered, nor will they be required to pay fees. They may not make demands upon the resources of the University, such as by using library facilities, attending courses, or expecting advice from their supervisors. Students on leave will not be eligible to receive or defer OISE Graduate Assistantships, or Scholarships, or other OISE awards. In the case of other fellowships, the regulations of the particular granting agency will apply. The terminal date for the completion of the degree program will, upon request of the student, be extended by the duration of the leave taken. Normally, the start and finish of the leave would coincide with the beginning and end of a term.

Except under extenuating circumstances it is not expected that a student will be granted more than one leave under the terms of this policy.

STUDENT APPEALS

Should a dispute arise over an academic or procedural matter, there exists a formal appeal procedure within OISE for registered students.

The student appeals process consists of five levels: The first level involves dialogue with the immediate source of the disagreement (typically the instructor). If the appellant is not satisfied, a formal appeal can be made to the appropriate OISE department or unit. If the appellant is still not satisfied, a formal appeal can be made to the OISE Degrees and Appeals Subcommittee of the Graduate Studies Committee (GSC) through the Registrar, Office of Graduate Studies, OISE, no later than six months after the ruling in question. If a satisfactory resolution at this level cannot be found, further appeals may be made through the Associate Dean of Division II of the School of Graduate Studies at the University of Toronto. Subsequently, cases may be taken to the Applications and Memorials Committee of the School of Graduate Studies no later than six months after the decision being appealed has been communicated in writing to the appellant. Instructions and forms for an appeal may be obtained from the Secretary to the School of Graduate Studies' Council. Should the problem still not be resolved, a notice of appeal should be filed by the student with the secretary of the Governing Council's Academic Appeals Committee of the University of Toronto in accordance with its guidelines and procedures. This must be done within ninety days of the decision from which the appeal is being taken, and the communication of that decision in writing to the appellant.

Further information on the appeals procedures is available from the Registrar, Office of Graduate Studies, OISE, or from a department chairperson. See also the School of Graduate Studies Calendar 1993/94. At any stage, students have the right to appeal to the Office of the Ombudsperson at the University of Toronto, 16 Hart House Circle, Toronto, Ontario M5S 1A1 (telephone 978-4874).

POLICY ON OUTSTANDING FEES AND OTHER UNIVERSITY OBLIGATIONS

Statements of results or official transcripts of record, or both, will not be issued if students have not paid, in full, university fees, housing dues, library fines, bookstore debts, or health service charges.

TRANSCRIPTS

B.Ed. registrants up to June 1967 may obtain transcripts from the Office of Graduate Studies, OISE.

M.Ed., M.A., Ed.D., and Ph.D. candidates and Special Students obtain transcripts from:

School of Graduate Studies
63 St. George St.
Toronto, Ontario M5S 1A1
(telephone: 978-2383)

At the time of printing of this Bulletin, the charge for a transcript is $6.00 for each copy. (This charge is subject to change.) At least two weeks should be allowed for processing.

Transcripts cannot be issued for students whose fees are in arrears.

Regular Session grades are not issued until mid-February for first term courses and mid-June for full year and second term courses; grades for Summer Session courses are not issued until toward the end of October.

FIELD SERVICES AND RESEARCH

FIELD SERVICES

The purpose of OISE's field development activities is to stimulate and facilitate beneficial change in education in Ontario, particularly to schools. OISE's Office of Field Services and Research administers seven regional field centres. The Centre for Leadership Development, housed in the Department of Educational Administration, also has field development responsibilities. Two of the centres (Ottawa and Sudbury) provide services for francophone clients.

Because of their geographical location and their close association with the schools in their region, the field centres provide the main focus of OISE's field development effort. However, OISE as a whole is committed to field development work, and many of its academic departments are heavily involved. Field centres in turn make an important contribution to graduate studies by teaching distance education and off-campus courses, and to research and development through local research projects.

The activities of the field centres are determined collaboratively by centre staff and regional representatives, taking into account regional contexts and special needs as well as the individual expertise of the centre staff. Each centre has a small staff, generally not more than two or three people. There are consequently constraints on the assistance that the staff can offer, and they prefer activities that will have widespread influence in their regions. Some examples of field centre activities are given in the descriptions of individual centres below.

FIELD CENTRE LOCATIONS

The following is a list of the seven field centres throughout Ontario and the Centre for Leadership Development. The departments listed after each centre are currently offering off-campus courses in that region. For more information on OISE courses, both off- and on-campus, contact the centre in your area.

Centre for Leadership Development
Room 7-234, OISE
252 Bloor Street West
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641, Ext. 2622

The major focus of the Centre for Leadership Development is planned educational change and leadership roles in educational improvement. The main functions of the Centre are research on different aspects of its major focus, the design of pre-service and in-service programs, and field work and consultation based on the Centre's research program.

Midnorthern/Northeastern Centre
Sudbury Office
Gatchell School
31 Tuddenham Avenue
Sudbury, Ontario P3C 3E9
Telephone: 705-674-8442
FAX: 705-671-1582
(Sociology in Education)

The Sudbury office of the Midnorthern/Northeastern Centre works in close collaboration with the North Bay office, the Centre de recherche en éducation du Nouvel Ontario (CRENO), the Northern Centre for Instructional Leadership (NCIL), and the regional office of the Ministry of Education and Training. The faculty and research personnel take an integrated approach to graduate studies, research, and field development, using the perspectives, concepts, ideas, and methods of both classical sociology and the new sociology of education. These guide a range of large-scale and small-scale projects relating to equity, policy, planned educational change, and community development. The office's involvement in research and development projects includes: inter-agency collaboration; child abuse prevention; relational planning in the FSL and regular program; community involvement in education; equity of access and outcome in education; transformational planning; literacy; empowerment and voice in education; First Nation education and community development; and the trusteeship. Most graduate course offerings are in Sociology in Education, Curriculum, and Educational Administration. Centre faculty supervise master's research projects, Qualifying Research Papers, and both master's and doctoral theses.

Midnorthern/Northeastern Centre
North Bay Office
Canadore College—
Commerce Court Campus
100 College Drive
North Bay, Ontario P1B 8K9
Telephone: 705-474-7600, Ext. 6553
FAX: 705-472-7169

The North Bay office offers expertise in staff development, system-wide evaluation, interdisciplinary approaches to curriculum development and implementation, business/industry/education linkages, leadership/management issues, career decision-making, student problem-solving, and site-based management. A special focus, in collaboration with the Sudbury office, is the establishing of links with the region's First Nation leaders. The North Bay office also works closely with the Northern Centre for Instructional Leadership (NCIL) in the areas of planned educational change and leadership, with the office providing research in pre-service and in-service, fieldwork, and consultation. Where demand exists, faculty teach off-campus courses in their area of specialization.

Centre de recherches en éducation
du Nouvel-Ontario (CRENO)
Centre communautaire Assomption
360, rue Perreault, Salle 1
Sudbury, Ontario P3B 2M7
Téléphone: 705-674-5740
Télécopieur: 705-674-3130

(Curriculum et Sociologie en éducation)
Le CRENO dispense ses services aux éducateurs et éducatrices de langue française du Nord de l'Ontario. Ces services comprennent des cours en sciences de l'éducation aux cycles supérieurs offerts en français, une approche communicative dans le domaine de la mise en oeuvre, l'évaluation du travail des enseignantes et enseignants de même que celle du rendement des élèves, la recherche relative à l'hétérogénéité linguistique et à l'identité culturelle dans les écoles ontariennes. Les secteurs de la formation et du développement professionnel, du leadership et de la planification stratégique en éducation figurent parmi les activités prioritaires du Centre. Un centre de documentation et un bulletin d'information en recherches font aussi partie des services offerts aux enseignants et enseignantes de la région.

Midwestern Centre
Margaret Avenue School
325 Louisa Street
Kitchener, Ontario N2H 5N1
Telephone: 519-579-0780
FAX: 519-579-8370

The work of the Midwestern Centre broadly focuses on facilitating the development of educational practitioners. The interrelationship between curricular processes (curriculum review, development, implementation), curricular change, and staff development is one dimension of the Centre focus. A second focus is on the socialization and development of school leaders. Centre faculty are involved in teaching courses in both Kitchener and Toronto in curriculum processes, action research, professional development, and educational administration.

Niagara Centre
Connaught Public School
28 Prince Street
St. Catharines, Ontario L2R 3X7
Telephone: 416-684-8558
FAX: 416-687-9447

The Niagara Centre's work is primarily in three areas: the holistic curriculum, staff development, and CRDI (curriculum review, development, and implementation). The Centre is involved in both off-campus and on-campus teaching. Centre faculty teach courses in the holistic curriculum and courses related to CRDI.

Northwestern Centre
Heath Park School
1115 Yonge Street
Thunder Bay, Ontario P7E 2T6
Telephone: 807-475-8110
FAX: 807-475-8149

The Northwestern Centre focuses much of its work on school improvement, restructuring, site-based management, and program development. With respect to these initiatives, the identification and enhancement of skills required by administrators, department heads, teachers, and others is central to much of the Centre's work in professional development. In program development, Centre staff are especially involved in assisting schools and school boards in the development of appropriate programs for intellectually gifted learners. The challenges faced by small secondary schools and the opportunities presented by technology are two other areas of particular interest. In addition, Centre staff are involved in research in gender and the history of education in Ontario. Centre faculty teach Curriculum courses via distance education, particularly computer and audio conferencing.

Ottawa Valley Centre
60 Tiverton Drive
Nepean, Ontario K2E 6L8
Telephone: 613-224-0561
FAX: 613-228-7074

(Curriculum, Sociology in Education via distance education courses)
The Ottawa Valley Centre serves school systems in the Ottawa Valley and as far west as the Kingston area. Activities include mainly workshops, consultation, and joint research projects with school boards in the areas of learning assessment strategies, program reviews, and research design and data analysis. Topics of interest include alternative learning assessment strategies in the classroom, education in religion, and stages of writing maturation.

Centre régional d'Ottawa
60, prom. Tiverton
Nepean, Ontario K2E 6L8
Téléphone: 613-224-0561
FAX: 613-228-7074

(Curriculum, Sociologie en éducation—cours de formation à distance)
Le Centre régional d'Ottawa offre des services aux conseils scolaires de la région de l'est de l'Ontario. Ces services comportent principalement des ateliers,

des consultations, des projets de recherche menés conjointement avec les conseils scolaires dans le champ des stratégies d'évaluation des apprentissages, l'examen de programmes pédagogiques, les schèmes d'expérimentation et l'analyse de données. Parmi les sujets traités on compte entre autres les pratiques d'évaluation en salle de classe, l'enseignement concernant la religion et l'évolution des habilités de productions écrites.

Trent Valley Centre
Box 719, 150 O'Carroll Avenue
Peterborough, Ontario K9J 7A1
Telephone: 705-742-8827
FAX: 705-742-5104
(Curriculum, Educational Administration)
The Trent Valley Centre specializes in curriculum processes. Special attention is given to the improvement of students' ability to learn from peers, professional development programs for teachers and consultants, and the design of evaluation for program improvement. The Centre offers off-campus M.Ed. programs, mainly in Curriculum and Educational Administration, with a special interest in programs designed in collaboration with school systems to improve school practice.

RESEARCH AND DEVELOPMENT STUDIES

The research and development programs of the Institute foster improvement in Ontario education and complement the academic programs of departments. Most faculty spend a significant portion of their time on research and development projects.

Students may participate in the research and development projects through their graduate assistantships or through joint research projects designed as a portion of their graduate program.

The Institute's research and development program is among the largest in education in the world. Findings of completed studies are often published by the Institute or by the sponsoring agency, or appear in journals produced by the Institute (*Interchange, Curriculum Inquiry, Orbit, Resources for Feminist Research/Documentation sur la recherche féministe*), in international journals, and in other publications. OISE Research Reports can be found in the R. W. B. Jackson Library.

INTERNAL R & D CENTRES

The departments listed after each of the following centres are currently offering graduate studies programs that are congruent with the research and development work of centre faculty who hold major appointments in the departments concerned. For more information about the work of any of the centres and related courses, please contact the centre in OISE.

Modern Language Centre

Head: Alister Cumming
10th floor, OISE (Curriculum)
The Centre is currently undertaking a number of formal research and development projects, including work related to second-language curriculum, materials development and evaluation, second-language teaching and learning, heritage language issues, and the preparation of teacher in-service units. The Centre houses a resource library for second-language pedagogy and international languages, with dissemination and consultation services on language teaching and related research.

Comparative, International, and Development Education Centre

Head: Joseph P. Farrell
7th floor, OISE (Adult Education)
The mandate of this Centre, formally established in 1989, is to coordinate, consolidate, and expand OISE's work in comparative, international, and development education through research, field services (both in Canada and in developing nations), and graduate teaching. OISE staff and students engage in a significant amount of international and comparative work in their own specialities (over a third of OISE faculty have had substantial international experience) and the amount of such work is increasing. Part of the Centre's mandate is to further such international work, and to organize information regarding the international work of OISE staff and students and make it available to all members of the OISE community and the Ontario education community generally. For information regarding the already existing graduate studies opportunities in this area within OISE, see the "Interdisciplinary Focuses" section for Comparative, International, and Development Education and the specialization with the same title listed in the Department of Adult Education.

Centre for Franco-Ontarian Studies

Head: Monica Heller
Associate Heads: Diane Gérin-Lajoie, Normand Labrie
6th floor, OISE (Curriculum, Sociology in Education)
The CFOS conducts research relating to the specific needs of the French-speaking students and educators of Ontario. Current projects focus on curriculum and sociological/anthropological aspects of Franco-Ontarian education, particularly on critical pedagogy, multilingualism and social difference, cooperative learning, language planning, and policy issues. In addition, the CFOS provides direct services to schools and boards, publishes an information bulletin *(info créfo)*, and houses a resource centre.

Centre de recherches en éducation franco-ontarienne

Directrice : Monica Heller
Directrice adjointe: Diane Gérin-Lajoie
Directeur adjoint: Normand Labrie
6e étage, IEPO (Départements de curriculum et de sociologie en éducation)
Le CREFO effectue des recherches qui répondent tant aux besoins particuliers des étudiantes et étudiants qu'à ceux des enseignantes et enseignants francophones de l'Ontario. Les recherches portent surtout sur le curriculum et l'aspect sociologique/anthropologique de l'éducation franco-ontarienne, plus particulièrement sur la pédagogie critique, le plurilinguisme et les différences sociales, l'apprentissage coopératif, les relations école/communauté et les questions ayant trait à l'aménagement linguistique et aux politiques. De plus, le CREFO, avec son centre de documentation, offre des services aux écoles et aux conseils scolaires et publie un bulletin d'information, *info créfo*.

Centre for Applied Cognitive Science

Acting Head: David Olson
9th floor, OISE (Applied Psychology, Curriculum/Computer Applications)
Through a number of research and development projects the CACS explores cognitive processing in a variety of content domains and is characterized by attempts to integrate contributions from a number of fields, including psychology, linguistics, philosophy, computer science, and educational and clinical practice. CACS is also involved in the development of instructional approaches based on cognitive theory and computer technology. The Centre holds a seminar series and produces a monthly newsletter for researchers and prac-

tising educators. There is an interdepartmental program in graduate studies available in Applied Cognitive Science (see section "Interdepartmental Specializations").

Centre for Women's Studies in Education

Head: Dorothy E. Smith
Coordinator: Paula Bourne
11th floor, OISE

The Centre conducts, promotes, and distributes research in women's studies. Projects currently participating in this work are: the Women's Educational Resources Centre; the periodical *Resources for Feminist Research/Documentàtion sur la rĕcherche féministe*; the Canadian Women's Periodical Indexing Group; Canadian Women's History; Women and Non-Traditional Occupations; and A Feminist Critique of Schooling. Students may participate in all projects as graduate assistants or as volunteers. The CWSE also welcomes visiting scholars and educators who are working in women's studies and consults with educators outside the Institute in this and related areas. Speaker series, including the Popular Feminism lecture series, feature speakers from inside and outside the Institute, and lunch-bag seminars feature OISE students' and researchers' work in progress. The Centre's annual Newsletter provides information about activities of interest within and outside the Institute. A complete listing of OISE's feminist courses is available from the Centre Secretary, as is a listing of CWSE Publications. For further information regarding graduate studies in the area, see Women's Studies/Feminist Studies in the "Interdepartmental Specializations" section in this Bulletin and the Department of Sociology in Education section under Focus on Feminist Studies and Gender Relations.

Upon receipt of acceptance to an OISE department, students are encouraged to write to the Centre Coordinator, indicating their departmental affiliation and outlining their relevant research interests and work, volunteer, and activist experiences.

STUDENT SERVICES AND FACILITIES

THE R. W. B. JACKSON LIBRARY

The Institute Library houses a collection of 824,370 items specializing in education, with growing strength in related social sciences and humanities. Included are extensive reference materials, some 2414 serial titles, and complete microfiche holdings of the ERIC and ONTERIS document series. Reference staff are prepared to acquaint students with broad aspects of service, and to advise them regarding sources of information for particular projects, including new information sources and new online information services on CD-ROM products. Students should plan to devote some time to becoming aware of the range and potential of these for their work.

Interlibrary loan service provides access to library materials not held in central Toronto locations.

The Library includes a variety of instructional resource materials ranging from preschool to adult levels, in print and multimedia formats. The Microcomputer Service provides a room for the use of CD-ROM products, microcomputers, and educational and other software as an extension of curricular materials. Individual and class consultation is provided to users of the curriculum resource (CR) materials.

Audiovisual materials are varied and extensive: they include films, filmstrips, and audio- and videotapes, which are used in courses and seminars. Films may be booked at Circulation for preview as well as for class use.

Circulation, the Library's Catalogue (ELOISE), the Canadian Education Index, and ONTERIS are available online, and access to other library catalogues around the world, along with more general INTERNET resources. They are accessible to anyone outside the Institute who has a microcomputer/terminal and a modem. Some holdings do not appear in either the main card or online catalogues. For example, the collection of Ontario textbooks of the nineteenth and twentieth centuries is listed in a microfiche catalogue. There is a list of holdings for the Paulo Freire Resource Collection and for the J. Roby Kidd Collection.

The following CD-ROMs are available for computer searching: SOCIOFILE, WILSONDISC, CD: Education, DA (Dissertation Abstracts) Online, A-V Online, GAD (Graduate Awards Database), Distance Education Database, PsycLIT, ERIC.

Individual carrels on the mezzanine floor are reserved for use of OISE students, who should apply for them at the Circulation Desk. Open carrels on the first and second floors are available to all Library users. In-library copying is provided with coin-operated photocopiers and microfilm/fiche reader-printers. Copy cards are also available for photocopiers.

Guides to general and special services

and parts of the collection are issued and updated periodically. A fifteen-minute videotape introducing the R. W. B. Jackson Library's catalogue, ELOISE, is available on the second floor. Special orientation for particular topics, aspects of the collection, and services may be arranged through the course instructor and the librarian responsible for orientation. The Circulation staff are available to explain loan, renewal, and reserve procedures.

The resources and services of the University of Toronto Library are also available to graduate students registered in Education. Graduate-level materials are generally housed in the Robarts Library, with the exception of those housed in special campus collections. Students wishing to use campus holdings should check hours of service and access/borrowing policies at the Reference Desk in the OISE Library. The OISE Library has access to UTLINK, the University of Toronto's on-line catalogue.

SPECIAL SERVICES FOR STUDENTS WITH DISABILITIES

OISE is committed to making its facilities accessible to students with disabilities. A Special Services Office has been established and is staffed by a half-time Coordinator who is available to assist people with disabilities in making applications to OISE. The Coordinator also arranges with faculty for the types of accommodations that students need in their classes and in their programs. Advocacy and counselling are available through the office. Some of the services offered include arranging for accessible classroom locations, arranging for special academic needs, providing assistive computer technology, arranging for note-takers and interpreters, and organizing referrals for other needs. The office is located in room 12-211. The phone number is 926-4727, and the TDD number is 924-4881. The Coordinator can be contacted by phone or TDD, or by letter to: Services for Students with Disabilities, Room 12-211, OISE.

ACADEMIC COMPUTING SERVICES

A wide range of facilities is available to staff and students to meet their needs for learning about computers and for carrying out computing work. The most important applications of the academic computing resources are:
—Word processing for reports, papers, theses, etc., and publication production, graphics, and design;
—Communication within OISE and around the province and the world;
—Statistical analysis of research data, experimentation with statistical methods, and analysis of textual and qualitative data;
—Learning about and experimenting with educational applications of computers, for schools, for OISE, for adults.

The OISE computer systems are linked as "OISE.ON.CA" to ONET, the Ontario branch of INTERNET, which is the worldwide network of computer networks, providing communications, remote access to information services and computing facilities, and information exchange for research and education. OISE's GOPITER server ("GOPITER.OISE.ON.CA") is accessible to OISE and from anywhere on the INTERNET; it provides information about OISE and about education and research resources at OISE and on the network. The Computing Services Group operates OISE's central academic computing resource. This includes a VAX 8350 computer, OISE1, running the VMS operating system and used primarily as a computer communications hub for electronic mail and computer conferencing, for storage of research data and access to statistical programs (SPSS, SAS, LISREL, etc.), and for access to high-speed laser printers. The statistical programming is actually carried out on associated VAX-2000 computers. Connected to the VAXes is a growing network of ETHERNET-linked SUN, Apple Macintosh, and IBM workstations used for research.

More than 400 terminals and microcomputers (mostly IBM clones and Apple Macintoshes) are located around the Institute—in academic departments, in centres, and in three central microcomputer areas used as classrooms, laboratories, and workrooms. These machines are used for data analysis, graphics, and text processing and for communication via the central computing facility. All connected terminals and microcomputers can also access ELOISE, the OISE Library computer. The INTERNET allows access to hundreds of other academic library catalogues and databases.

Short non-credit courses in the elements of computing, online communication, programming, text editing and text formatting, and microcomputers are offered.

OISE PRESS

OISE Press is a major Canadian publisher of educational books and kits. Publications of the press are distributed through the bookstore on the second floor and through Scholarly Book Services (tel.: 533-5490). Within the Institute, the Press provides production, editing, design, and typesetting services on a chargeback basis.

THE CAREER CENTRE

The Career Centre of the University of Toronto at the Koffler Student Services Centre, 214 College Street (tel.: 978-8000), provides career planning and employment-related services to students and recent graduates on an individual or group basis. Career planning courses and seminars to assist students in the job-hunt process are offered on a regular basis. Graduate students are invited to spend time in the Centre's library, which contains general career and specific employer information. Summer, part-time, and permanent employment opportunities are advertised at the Centre regularly.

Another activity of the Centre is the Graduate Dossier Service, designed to assist students who are completing doctoral degrees and are seeking academic appointments at colleges and universities. The service responds to requests for credentials by duplicating and assembling the curriculum vitae, academic transcripts, and confidential letters of reference from the dossier kept on file at the Centre.

ACCOMMODATION AND COST OF LIVING

Toronto offers an assortment of student accommodation, ranging from campus residences to off-campus apartments. Where you live will depend on availability, your preference, and, of course, your budget. The following figures represent the approximate costs for a single student living in Toronto for twelve months in 1993/94, excluding housing and tuition:
Clothing—$1000
Food—$4000
Books—$750
Miscellaneous—$3500

The Housing Service in the Koffler Student Services Centre (978-8045) maintains listings of available rooms and apartments advertised by the city's landlords and by students seeking others to join them; the office also serves as a year-round source of up-to-date residence information.

RESIDENCES

The following residences are all on or adjacent to the university campus. Applications should be requested from and returned to the appropriate offices listed below. Students should not delay their residence application by waiting for academic admission. The latter does not guarantee a place in residence.

Family Housing
30 & 35 Charles Street West
(Ms. Ellen Giles
University Housing Service
Koffler Student Services Centre
214 College Street
Toronto, Ontario M5S 1A1
Telephone: 978-8049)

Unfurnished apartments for full-time students. Preference is given to those with children and to student couples. Applications should be obtained from University Housing Service and submitted at least one year in advance of desired occupancy date. The current rent per month ranges from $367 to $601.

St. George Graduate Student
Residence (Warden)
321 Bloor Street West
Toronto, Ontario M5S 1S5
Telephone: 978-4885

Single accommodation for approximately 260 male and female graduate/post-baccalaureate students. Facilities in between those of a conventional residence and an apartment building.

Massey College
4 Devonshire Place
Toronto, Ontario M5S 2E1
Telephone: 978-2891

For male and female graduate students. Applications must be made by May 1. Meals are included.

Campus Co-operative Residence
Inc.
395 Huron Street
Toronto, Ontario M5S 2G5
Telephone: 979-2161

A non-profit, student-owned and -operated organization providing affordable housing and meals to full-time students (graduate and undergraduate) in 29 houses near the university.

Tartu College
310 Bloor Street West
Toronto, Ontario M5S 1W4
Telephone: 925-9405

Single accommodation for male and female graduate and undergraduate full-time students. Cooking facilities are provided.

Centre for Christian Studies
77 Charles Street West
Toronto, Ontario M5S 1K5
Telephone: 923-1168

Single accommodation for male and female graduate and undergraduate full-time students. Cooking facilities are provided.

Ewart College
156 St. George Street
Toronto, Ontario M5S 2G1
Telephone: 979-2501

Single accommodation for male and female graduate students. Air-conditioned; meals are provided.

Single accommodation costs $4400–$7000 for twelve months, depending on whether meals are provided.

OFF-CAMPUS HOUSING

Students who rent off-campus can use the lists of advertisements displayed in the Koffler Student Services Centre to locate accommodation to meet their needs. The Centre will, upon request, mail a list of hotels and guest houses so that students can book a place to stay when they arrive and while they look for long-term housing.

For the winter session, many students rent their long-term housing from August 1 or October 1, avoiding the competition for September 1 occupancy. Housing is usually advertised about three weeks in advance of its availability. Rooms off-campus generally cost $300–$375 a month. Private apartments usually cost $600–$750 or $800–$1000 a month for one- or two-bedroom units respectively.

HARASSMENT PREVENTION POLICY

The OISE Harassment Policy and Procedures prohibits both overt and subtle forms of harassment towards any member of the OISE community. While sexual harassment is most widely known, one can be harassed on the basis of race, ethnic origin, disability, gender, sexual orientation, religion, etc. Harassment is often defined as "a vexatious comment or other behavior verbal or physical, which is directed at an individual (or group) by another person or group who know, or ought reasonably to know, that this is unwelcome."

Any concerns, questions, or complaints regarding harassment should be directed to the Harassment Prevention Advisor, Room 12-212 (tel.: 923-6641, ext. 2658). All inquiries will be kept strictly confidential.

HEALTH SERVICES

Medical and psychiatric services are available at the University Health Services, Koffler Student Services Centre, 214 College Street (Medical Clinic—978-8030; Psychiatric Division—978-8070).

The Medical Clinic and Psychiatric Division are open between 9:00 a.m. and 5:00 p.m. Monday through Friday. The Medical Clinic is open until 7:00 p.m. on Wednesday evenings. Note that the sports injury services are now under the auspices of the Department of Athletics and Recreation (978-7376).

The Ontario Health Insurance Plan (OHIP) policy regarding foreign students is under review. To determine eligibility, students from outside Canada are advised to go to the nearest OHIP office as soon as they arrive in the province. The applicant should bring a copy of his/her student authorization. Out-of-province students, if they are not covered by their own provincial plan, should also register with OHIP as soon as possible. Uninsured persons are responsible for the cost of medical care and are advised to purchase private medical insurance.

HART HOUSE

All University of Toronto students are members of Hart House. Membership covers a wide variety of activities including concerts, debates, poetry readings, and art exhibitions. Students are welcome to use the many rooms as well as the Farm in the Caledon Hills. Coeducational unstructured recreational athletics take place in the North Wing. Please telephone 978-4411 for information on recreation activities, fitness testing, and lockers.

Hart House is open from 7:00 a.m. to midnight every day of the year. Food services are available. For further information telephone 978-4411.

DAYCARE

Kidspace Inc. Day Care is a non-profit centre that provides child care for staff, students, and faculty at OISE.

Kidspace is licensed to care for a maximum of 24 children between the ages of two-and-a-half and five. The children are cared for by four qualified teachers who provide group and individual activities designed to promote gross and fine motor skills, language development, cognitive skills, and social and emotional growth. Kidspace is open Monday to Friday from 8:00 a.m. to 6:00 p.m. Part-time care is available. Fee subsidies are available but must be applied for to the Metro Toronto Children's Services Department. Kidspace is located on the ground floor of OISE, opposite the auditorium. For more information, drop in or telephone 926-4702.

GRADUATE STUDENTS' ASSOCIATION

The Graduate Students' Association (GSA) of OISE is the official student government at the Institute and is affiliated with the Graduate Students' Union of the University of Toronto. All OISE students, both full- and part-time, are members of the GSA. It is an advocacy group that lobbies on behalf of students in any and all social, cultural, and political events of interest to students. The GSA promotes and coordinates activities of students in the various departments and decision-making bodies of the Institute.

OISE students have full access to student services and facilities provided by the University of Toronto. Services include the Athletic Centre, Legal Aid, and Ombudsperson as well as Hart House, the Career Centre, Health Services, and the International Student Centre (see below).

INTERNATIONAL STUDENTS

A special effort is made to welcome students from abroad and to meet their special needs. On the one hand, the Canadian student benefits greatly from the opportunity to work, formally and informally, with educators from other countries. On the other, we consider it an honor and obligation, in a world so rapidly decreasing in size, to make our resources available insofar as we can to students who plan to return to their own countries on completion of their studies. Major essays or other individual projects constitute an important part of each course. Wherever possible, international students are encouraged to select topics that will permit them to explore systematically the possible implications that the concepts under discussion have for their home situation. As well, within the Comparative, International, and Development Education focus, a number of courses are offered that deal specifically with education in non-Canadian societies.

INTERNATIONAL STUDENT CENTRE

The University of Toronto International Student Centre, at 33 St. George Street, offers services and facilities to international students. Elizabeth Paterson is Director and Foreign Student Advisor. Inquiries regarding customs regulations, accommodation, medical and hospital insurance, etc., should be directed to the Centre. Questions of an academic nature should be directed to Gaye Fuller in the Office of Graduate Studies, OISE.

INTERNATIONAL STUDENTS' ASSOCIATION

OISE's International Students' Association (ISA) arranges "buddies" for incoming students from abroad, holds an orientation meeting and monthly luncheon meetings for academic exchange, and looks into the specific needs of the international students. The ISA is represented on the GSA General Council.

GENERAL REQUIREMENTS FOR ADMISSION AND DEGREES

All graduate degree programs are subject to the regulations of the University of Toronto School of Graduate Studies, which are outlined in detail in the Calendar of the School of Graduate Studies. What follows is an outline of the general requirements for the various graduate degree programs as they apply in the Graduate Department of Education. While the general requirements for each degree program are in this section, it should be noted that individual OISE departments within the Graduate Department of Education may have additional requirements. It should also be pointed out that the requirements set forth are minimal; the candidate will be required to undertake whatever additional studies the Graduate Department of Education considers necessary. Further, the Graduate Department of Education cannot undertake to recommend for admission to the School of Graduate Studies every applicant who meets the minimal requirements.

A bachelor's degree or other first degree does not necessarily confer eligibility for graduate admission within the Graduate Department of Education at the University of Toronto. The University reserves the right to determine whether or not credentials of degree-granting institutions in Ontario meet the standards for admission to University of Toronto programs. The equivalence of foreign degrees is determined by consideration of the total length of program of study (primary through university) as well as the academic standing and content of postsecondary study and its relevance to the proposed area of graduate study.

Applicants who hold professional degrees only, and who wish to pursue graduate programs in Education, must be prepared for the possibility of taking some academic makeup courses at the undergraduate level before being eligible for consideration for admission to graduate study.

Applicants who graduated five or more years ago without achieving sufficiently high standing in the undergraduate degree for admission to the School of Graduate Studies as degree candidates may be considered for admission if a department wishes to recommend it. Such applicants must present substantial evidence that they have done significant intellectual work and/or made a significant professional contribution. This contribution and its impact must be detailed and documented (e.g., publications, curriculum materials and usage data, policy reports) and presented as part of the application.

Note: There are two master's programs, each with its distinct design and orientation: M.A. candidacy and M.Ed. candidacy are *not* interchangeable. Similarly, the two doctoral programs, Ph.D. and Ed.D., are distinct in design and orientation. It is therefore most important for the applicant to give serious consideration to the choice of program. Only in exceptional cases will a request for transfer between the two master's or the two doctoral programs be considered. Such a request would have to be made to the Office of Graduate Studies early in the student's degree candidacy and have the support of the student's home department.

MASTER OF EDUCATION

This degree is designed chiefly for the professional improvement of men and women who are already engaged in a career related to education. For many candidates it will represent a terminal point of formal graduate study, though some may subsequently proceed to study at the doctoral level after satisfying additional requirements.

ADMISSION REQUIREMENTS

(a) Ordinarily, an undergraduate degree from the University of Toronto, or an equivalent degree, completed with mid-B standing or better in the final year and deemed acceptable to the Graduate Department of Education. (Equivalent is defined as equivalent to an undergraduate program at the University of Toronto. If the specialization is not offered at the University of Toronto, it will be necessary to submit course descriptions of all academically oriented courses that are not clearly defined on the transcript, in order to establish this equivalence.) An applicant whose undergraduate degree is equivalent to a University of Toronto degree but has been pursued on a part-time basis is evaluated on the five most recent and most senior academic full courses or their equivalent. Any relevant study beyond the undergraduate degree and undertaken at a recognized university must be completed with mid-B standing also.

Depending on the makeup of the degree, and the student's intended field of specialization at the master's level, some additional study may be required either within the degree program or prior to admission. In exceptional circumstances an applicant who has graduated five or more years ago from a recognized university may be considered for admission with less than mid-B standing if a case can be made to demonstrate a major professional contribution. Such applicants must provide evidence of academic ability and intellectual achievement and evidence of contributions to the field of education. Documentation describing specific impact in the field (e.g., publications, curriculum materials and usage data, policy reports), along with reference letters, must be part of the application.

(b) A year of professional education for teaching, or the equivalent in pedagogical content, is helpful.

(c) At least one year of relevant successful professional experience.

(d) See "Application for Admission" section for application procedures.

PROGRAM OF STUDY

At the time of application each applicant must specify the intended OISE department of specialization and one of three possible options (see section (a) below). All three options are not offered in any one OISE department (see the OISE department of specialization for details of available options).

Upon admission the student will be assigned to a faculty advisor who will assist in blocking out an appropriate program of study.

While a student may change the home department en route to the degree, such change may result in a lengthened program.

The general requirements for the M.Ed. degree are as follows:

(a) Three different options are available to students wishing to obtain an M.Ed. degree, although not all three are available in each department.

Option I. Coursework only option—ten

half-courses plus a comprehensive examination/requirement;
Option II. Research Project option—eight half-courses plus a research project or a major research paper;
Option III. Thesis option—six half-courses plus a thesis.
Departmental specialization within the M.Ed. degree program requires a minimum of half the courses to be taken in the home department unless otherwise stated in the departmental section of this Bulletin. Where appropriate to a student's program, a full course in some other graduate department of the University of Toronto may be included as two of the half-courses.

(b) Full-time study, though desirable, is not required (except in the M.Ed. program in Counselling Psychology (B) within Applied Psychology). Option I, the Coursework only option, if pursued on a full-time basis, cannot be completed in less than two Summer Sessions and the intervening Regular Session. Option II, the Research Project option, if pursued on a full-time basis, cannot be completed in less than one Regular Session and one Summer Session. Option III, the Thesis option, if pursued on a full-time basis, cannot be completed in less than one Regular Session. Fully employed part-time students should refer to the note on courseload limits (pages 13, 14).

(c) If a candidate does not complete requirements for the degree within six calendar years from acceptance to candidacy, the candidacy will terminate.

(d) Applicants who have credit for graduate courses in education beyond what is required for admission as an M.Ed. candidate may be granted credit for up to two half-courses in their M.Ed. program, provided those courses were not credited toward another degree, diploma, certificate, or other qualification. Similarly, it is possible in the individual case, with the prior approval of the student's faculty advisor and the Office of Graduate Studies, to plan an M.Ed. program so that the equivalent of up to two half-courses of the required work may be taken at another university. Such courses must constitute at least the same proportion of the master's program at that university as one or two half-courses do here.

(e) Courses taken in a previous graduate program and credited to a degree program at OISE will not reduce the total program fee required.

(f) Candidates must apply to graduate either by using the student telephone service or by completing and returning an Application to Graduate card obtained from the Office of Graduate Studies, OISE. Those completing their program (including the comprehensive or the research requirement) in the session indicated below must make such application by the date shown:
Summer Session completion—July 5
Regular Session Fall completion—October 15
Regular Session Spring completion—February 15
Candidates completing their degree program in the summer will receive their diploma at the November convocation ceremony. Candidates completing in the fall will have the option of receiving their diploma through the mail in March, since there is not a ceremony at that time, or of receiving their diploma at the convocation ceremony in June. Candidates completing in the spring will receive their diploma at the June convocation ceremony; *please note* that the completion of all degree requirements must be communicated to the Graduate Studies Office by April 23.

(g) A candidate who has completed all the course components for the degree but has not completed the other requirements must register and pay the designated fee each year until all such requirements are met.

MASTER OF EDUCATION FOR SPECIAL PURPOSES

It is anticipated that most M.Ed. candidates will be enrolled in one of the OISE departments. The professional interests and needs of some students, however, may not correspond to the purposes and plans of study of any of the departmental programs. Such students may, in effect, be seeking a highly individualized program of planned graduate study in education.

Such persons may apply for admission to candidacy for the M.Ed. for Special Purposes. They will be required to name an OISE department in which their interests mainly lie, and will be assigned to an appropriate faculty advisor with whom they will work out a suitable program in terms of the options offered in the home department.

To provide some measure of concentration, if not specialization, three half-courses ordinarily will be drawn from the home department. Students, with their advisor, will be free to organize a highly individualized program suited to their particular needs and interests. (See "Interdisciplinary Focuses.")

MASTER OF ARTS

This degree is designed to provide academic study and research training related to fields of professional specialization in education. Students who anticipate going on to further study at the Ph.D. level are advised to apply for enrolment in an M.A. program rather than an M.Ed. program.

M.A. degree programs in the OISE departments of Applied Psychology (except in the School Psychology Division, where some programs are longer), History and Philosophy of Education, and Sociology in Education are one-year programs comprising six half-courses after a four-year undergraduate degree in the same cognate area of specialization.

M.A. degree programs in Adult Education, Curriculum, Educational Administration, and Higher Education are generally one-year programs comprising eight half-courses after a four-year undergraduate degree in a relevant discipline or professional program. Applicants to the Computer Applications and Measurement and Evaluation programs in the Department of Curriculum with certain four-year undergraduate backgrounds (such as computer science or psychology) may be considered for one-year programs comprising six half-courses.

ADMISSION REQUIREMENTS

The requirements for admission to a one-year M.A. program are:

(a) Ordinarily a four-year undergraduate degree in the same cognate area of specialization as proposed at the graduate level, from the University of Toronto, or an equivalent degree, with mid-B standing or better in the final year. (See the "Admission Requirements" section of individual departments for programs that require a higher standing for admission. Equivalent is defined as equivalent to an undergraduate program at the University of Toronto. If the specialization is not offered at the University of Toronto, it will be necessary to submit course descriptions of all academically oriented courses that are not clearly defined on the transcript, in order to establish this equivalence.) An applicant whose undergraduate degree is equivalent to a University of Toronto degree but has been pursued on a part-time basis is evaluated on the five most recent and most senior full academic courses or their equivalent. Any relevant study beyond the undergraduate degree and undertaken at a recognized university must be completed with mid-B standing also. In exceptional circumstances an applicant who has graduated five or more years ago from a recognized university may be considered for admission with less than mid-B standing if a case can be made to demonstrate a major professional contribution. Such applicants must provide evidence of academic ability and intellectual achievement and evidence of contributions to the field of education. Documentation describing specific impact in the field (e.g., publications, curriculum materials and usage data, policy reports), along with at least three relevant letters of reference, must be part of the application.

In addition, a year of professional preparation for education, or the equivalent, and at least one year of relevant successful professional experience are highly appropriate and desirable qualifications for admission. In their absence, some additional coursework in education, or other orientation to professional education, may be required.

(b) Applicants with qualifications as above, except that their undergraduate degree is a University of Toronto three-year degree or equivalent, may be admitted to a two-year M.A. program in some fields. Additional study in the cognate discipline beyond the three-year undergraduate degree may be considered for possible reduction in the program length.

For those applicants who have a year of professional preparation for education, or the equivalent in pedagogical content, and at least one year of successful professional experience in education, the program would ordinarily consist of one and one-half years of study (ten half-courses).

(c) See "Application for Admission" section for application procedures.

PROGRAM OF STUDY

Each applicant must specify the intended OISE department at the time of application. Upon admission the student will be assigned to a faculty advisor for that particular field, who will assist in blocking out an appropriate program of study. While in some OISE departments additional requirements have been established, the general requirements for the M.A. in the Graduate Department of Education are as follows:

(a) A one-year program comprises at least six half-courses, selected in accordance with requirements in the home department. Where appropriate to a student's program, a full or half-course in some other graduate department of the University of Toronto may be included in the six half-course program.

(b) Students admitted to an extended M.A. program (one and one-half years) on the basis of either a three-year or a four-year undergraduate degree that does not embrace the specialization proposed at the graduate level, plus a year of professional education for teaching and successful professional experience, will ordinarily be required to complete at least ten half-courses. Such a program, if pursued on a full-time basis, would be spread over two summers and the intervening academic year.

(c) Students admitted to a two-year M.A. program on the basis of either a three-year or a four-year undergraduate degree that does not embrace the specialization proposed at the graduate level are required to complete twelve half-courses.

(d) A thesis. All M.A. candidates must have their thesis committees officially formed no later than:

—April 1 of the year following completion of their required residence or a year of full-time "in program" study; or

—upon the completion of two-thirds of their M.A. coursework for those who have undertaken their program on a part-time basis.

All students using human subjects in their thesis research must have their proposals reviewed by an Ethical Review Committee at OISE. Please consult the *OISE Guidelines for Theses and Orals* regarding thesis and ethical review procedures.

(e) In some departments it is possible to pursue an M.A. program on a part-time basis. Should this be the case, a minimum of one-half of the course program should be undertaken on campus in Toronto. One academic year of full-time resident study is required in the departments of Applied Psychology (two years in School and Child-Clinical Psychology), Curriculum (Computer Applications and Measurement and Evaluation programs only), and Higher Education. Where residence is required it may be possible in some departments for courses to be taken on a part-time basis, but the residence requirement must be fulfilled at some point within the time limit of the degree.

(f) Candidates admitted to the one-year M.A. degree program (six or eight half-courses and a thesis) must complete satisfactorily all requirements within five years of the date of first enrolment in the program. All requirements for the extended M.A. degree program (ten or twelve half-courses and a thesis) must be completed satisfactorily within six years of the date of first enrolment in the degree program.

(g) Candidates who have credit for graduate courses at another university, beyond that required for admission to a one-year M.A. program, may be granted credit for up to two half-courses in their M.A. program, provided those graduate courses were not credited toward another degree. Such courses must constitute at least the same proportion of the master's program at that university as one or two half-courses do here. Such course credit, if granted, will not reduce the total program fee.

(h) Candidates who complete their courses and thesis at the same time should alert the Office of Graduate Studies, OISE, early in their final term to facilitate early grades, so that the deadline for recommendation for conferral of the degree at the next convocation can be met.

DOCTOR OF EDUCATION

The Doctor of Education degree program is designed to provide opportunities for more advanced study for those who are already engaged in a career related to education. The emphasis of the program is on the development of skills in the application of knowledge from theory and research findings to practical educational problems. The Ed.D. represents professional development at a high level in a particular field of education, pursued in depth. The average time to completion is approximately five years. For information on the availability of programs in various areas of specialization, see the appropriate departmental sections of this Bulletin.

ADMISSION REQUIREMENTS

(a) The University of Toronto M.Ed. or M.A. in Education, or equivalent, with B+ standing or better in the master's program, or equivalent, in the field of specialization proposed at the doctoral level. (See the "Admission Requirements" section of individual departments for programs that require higher standing for admission.) Further documentation may be required to establish equivalence.

(b) Appropriate letters of reference commenting on scholarly achievement and promise and on professional performance and promise.

(c) A personal interview whenever possible. As the program is intended primarily for experienced professionals in the Ontario educational system, it is anticipated that an interview will be conducted.

(d) Ordinarily, one year of professional preparation for education.

(e) Successful professional experience in education, or in a relevant field.

(f) Evidence of ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigorous manner. Examples of such evidence include a high-quality Project Report, a Qualifying Research Paper (QRP), or a master's thesis. Should a Qualifying Research Paper be required, please consult the *OISE Guidelines for the QRP.*

(g) Any additional requirements as may be deemed appropriate for admission to particular specializations within the Ed.D. program. Such requirements are outlined in the departmental sections of this Bulletin.

(h) See the "Application for Admission" section for application procedures.

PROGRAM OF STUDY

Each applicant must specify the intended OISE department at the time of application. Upon admission, the student will be assigned to a faculty advisor, who will assist in blocking out an appropriate program of study. While additional requirements have been established in some OISE departments, the general requirements for the Ed.D. in the Graduate Department of Education are as follows:

(a) Normally, a minimum of two consecutive terms of full-time study (not including the Summer Session): that is, a fall term followed by the spring term, or a spring term followed by the next fall term.

(b) Eight half-courses are required for candidates who have an M.Ed. or M.A. degree in the same area of specialization, or the equivalent. Upon the recommendation of the home department, candidates commencing the degree program on a full-time basis could add any prerequisite courses to their program. Otherwise, prerequisite courses must be undertaken as a Special Student in the Graduate Department of Education. Graduate courses taken under other auspices before the Ed.D. candidacy cannot be credited toward the Ed.D. program.

Typically, the Regular Session full-time courseload would not be more than four half-courses, to permit the candidate to develop a thesis proposal in residence and, where required, to take the comprehensive examination. The remaining courses may be taken on a part-time basis. In some specializations it should be noted that the typical pattern of study involves enrolment on a part-time basis for the first two to four half-courses.

Please note that a minimum of four half-courses are required to be taken on campus in Toronto. An eight half-course Ed.D. program should include at least four half-courses with specialization in the home department except as otherwise stated in departmental program descriptions.

(c) Candidates in the following departments or specializations will be required to take a comprehensive examination during the program:

—Applied Psychology (Counselling Psychology (B)), Curriculum (including programs in Computer Applications and in Measurement and Evaluation), Educational Administration, and Higher Education, for those who commenced the Ed.D. program after July 1, 1986;

—Adult Education, for those who commenced the Ed.D. program after July 1, 1987;

—Applied Psychology (Early Childhood Education), for those who commenced the Ed.D. program after July 1, 1991.

—History and Philosophy of Education, for those who commenced the Ed.D. program after July 1, 1992. Consult the specific department for details.

(d) A thesis embodying the results of original investigation conducted by the student under the direction of a thesis committee of the Graduate Department of Education. This thesis committee must be filed by April 1 of the year following the required residence. The thesis will report the results of a study, which might address theoretical issues applicable to professional concerns and practice, or which might focus directly on the exploitation of knowledge in order to study or influence aspects of educational practice. The thesis must conform to the tenets of scholarly writing in a rigorous style of presentation. All students using human subjects in their thesis research must have their thesis proposal reviewed by an Ethical Review Committee at OISE. Please consult the *OISE Guidelines for Theses and Orals* regarding thesis and ethical review procedures.

(e) A final oral examination on the content and implications of the thesis, to determine the adequacy of both the thesis and its defence by the candidate.

(f) All requirements for the Ed.D. must be completed within six calendar years of first enrolment as an Ed.D. candidate.

DOCTOR OF PHILOSOPHY

This degree is designed to provide opportunities for advanced study in the theoretical foundations of education, as well as in the application of such knowledge to educational practice. Regulations concerning the Ph.D. are detailed in the Calendar of the University of Toronto School of Graduate Studies. What follows is an expansion of those regulations as they apply in the Graduate Department of Education.

The Ph.D. represents a high level of scholarly achievement and research in a particular field of education, pursued in depth. For information on the programs of specialization, see the departmental sections of this Bulletin.

The Ph.D. requires two years of full-time study beyond the University of Toronto M.A. degree, or equivalent, completed with high standing in the same field of specialization proposed at the doctoral level. However, in some cases admission to a three-year Ph.D. program may be approved for candidates who, although they hold a master's degree, are changing fields of specialization or require further preparatory work. The average time to completion is approximately five years.

ADMISSION REQUIREMENTS

(a) The University of Toronto M.A. in Education or equivalent, with B+ standing or better in the master's program, or equivalent, for admission to the Ph.D. program in the same area of specialization. (See the "Admission Requirements" section of individual departments for programs that require higher standing for admission.)

If a candidate's acceptance into the two-year Ph.D. program is contingent upon the completion of a University of Toronto M.A. degree in Education, this condition must be satisfied by early October. A candidate may be permitted to complete that M.A. later than mid-October, but not later than mid-January. In such an event, the candidate must hold dual registration for the M.A. and Ph.D. degrees. The intention of permitting dual registration is to allow the student who cannot convocate in the fall, because of only minor technicalities in the M.A. thesis, to commence the Ph.D. program (courses and residence) in September. Dual registration is not intended for candidates who have a major portion of their thesis to complete.

Dual registration will not be permitted if the M.A. thesis committee has not been officially formed and the doctoral academic activity in the fall term is less than two half-courses. Under no circumstances will a candidate be permitted to continue to hold dual registration beyond the middle of January.

(b) Holders of master's degrees other than the OISE M.A. in the same area of specialization as proposed at the doctoral level must submit further evidence of scholarly proficiency satisfactory to the Graduate Department of Education and to the admission committee in the OISE department. Ordinarily this will include reports on the master's thesis and/or other research work and publications, and recommendations from persons in a position to judge the applicant's scholarly and professional potential.

If a submitted thesis or research project does not meet the OISE department's requirements, a project known as the Qualifying Research Paper (QRP) must be completed satisfactorily before doctoral admission. Please consult the *OISE Guidelines for the QRP*.

(c) A holder of the University of Toronto M.Ed. degree with high standing may be admitted to Ph.D. candidacy. Depending on the previous degrees held and the candidate's intended area of specialization at the doctoral level, some additional coursework and/or a research paper may be required. Since the M.Ed. degree does not necessarily include a thesis or a research project, the OISE department may require a Qualifying Research Paper (QRP), which must be completed before doctoral admission. Please consult the *OISE Guidelines for the QRP*.

(d) See "Application for Admission" section for application procedures.

PROGRAM OF STUDY

Each applicant must declare the intended OISE department at the time of application. Upon admission, the student will be assigned to a faculty advisor, who will assist in planning an appropriate program of study. While additional requirements have been established in some OISE departments, the general requirements for the Ph.D. in the Graduate Department of Education are as follows:

(a) Two academic years of full-time resident study beyond an appropriate University of Toronto M.A. in Education or equivalent, to be undertaken at the beginning of the program. It is the firm expectation that these two years will be consecutive. A request to interrupt these two years after completion of one year would have to be made in writing, outlining the reasons for the request, to the Office of Graduate Studies, OISE. It should be noted that if the request is granted, the length of degree candidacy would not be increased. Such interruption is granted only under exceptional circumstances and for a maximum of one year. Please note that all course deadlines pertain to the rules of the year in which the student was last fully enrolled; being granted a leave does not relieve the student of responsibility for meeting the appropriate deadlines for courses previously undertaken.

(b) A study of a special subject, termed the major, to be undertaken mostly in the OISE home department. The number of courses in a Ph.D. degree program, as outlined in the student's letter of acceptance, is determined by the total university academic background and its relevance to the proposed specialization. Normally a student accepted to a six half-course Ph.D. program following a master's degree in exactly the same specialization as at the doctoral level would be expected to undertake at least four half-courses in the home department. Typically when more than six new half-courses are required in a program, it is because the master's degree lacks equivalence to that in the

particular specialization to which the student has been accepted. Thus the additional courses should normally be taken within the OISE home department. The remaining courses can be taken in any graduate department of the University of Toronto, provided they are approved by the faculty advisor.
(c) One minor subject comprising two half-courses or equivalent, which may be taken in another graduate department of the University of Toronto. At the time of outlining the course program, an umbrella title must be provided if a minor is composed of two half-courses from two different departments.
(d) Comprehensive examinations. Candidates will be required to take a comprehensive examination during the program. Consult the home department for details.
(e) A thesis embodying the results of original investigation conducted by the student under the direction of a thesis committee of the Graduate Department of Education. The thesis must constitute a significant contribution to the knowledge of the field of study. The precise title must be submitted at the beginning of October of the final year of required residence to the Office of Graduate Studies, OISE, which in turn submits it to the School of Graduate Studies by October 4. If this action has not been taken by the required date, that academic year cannot be counted for residence credit. Students must file their thesis commitee by April 1 of their final year of required residence. All students using human subjects in their thesis research must have their thesis proposal reviewed by an Ethical Review Committee at OISE. Please consult the *OISE Guidelines for Theses and Orals* regarding thesis and ethical review procedures.
(f) A University of Toronto final oral examination on the content and implications of the thesis, to determine the adequacy of both the thesis and its defence by the candidate.
(g) Where necessary, the thesis committee may require a language skill for the purpose of research in a particular area, or the knowledge of statistics and the use of computers. There may or may not be formal testing of these skills; in any event, the quality of the completed thesis will reflect their successful acquisition.
(h) All requirements for the two-year Ph.D. program must be completed within six years of first enrolment. All requirements for a three-year Ph.D. program must be completed within seven years of first enrolment.

SPECIAL STUDENTS

Special Students ordinarily must have mid-B standing or the equivalent in the final year of their undergraduate degree and may be admitted for the following purposes:
(a) for academic content purposes, etc.,
(b) for predoctoral study if the master's degree was completed with B+ standing or better and the application has been conditionally accepted by the OISE department,
(c) for credit toward outside professional certificates,
(d) for credit purposes at another university.

Special Students cannot receive degree credit for courses taken under Special Student registration.

FEES AND FINANCIAL SUPPORT

FEES

In order for students to be registered, all fees including incidental fees must be paid. Payment must be accompanied by a fees invoice and must be made as specified on the fees invoice: through a bank, in Canadian funds, payable to the University of Toronto.

Fees are subject to change by the Governing Council of the University of Toronto.

PROGRAM FEE

There are minimum academic degree costs according to the length of program as defined in the letter of admission. These constitute what is known as the "program fee." Fees are assessed on this basis and charged sessionally (plus incidental fees) according to whether students are registered full-time or part-time rather than on the number of courses taken. The fee charged for the Winter (Regular) Session also covers the Summer Session, except for part-time Special Students and for certain degree students (see "Summer Session Students," page 42).

Courses taken in a previous graduate program and credited to a degree program at OISE will not reduce the total program fee required.

Where students have not paid the minimum program fee, additional fees will be charged at the time of graduation. If a student has paid more than the program fee, because of the time taken to complete the degree requirements, there will be no refund of fees.

At the time of publication of this Bulletin the fees schedule for 1994/95 is not available. Therefore, what follows is the outline of the current program fees for planning purposes. It must be anticipated, however, that fees will increase. The 1994/95 Schedule of Fees will be published in May 1994.

Fees are formulated on the basis of the length of program to which the student has been accepted. For example, a one-year program would require a minimum of a one-year full-time fee (i.e., the "1 year program fee"). In the 1993/94 academic year this fee was $2543 for Canadian citizens and permanent residents (Foreign Students, $11,676). The calculation of fees applicable to each program is as shown below.

In addition, full-time students who have completed their program period (and paid the required program fee), and part-time students who have completed the coursework designated for their program but who have not completed all the requirements for the degree, must register annually until the degree requirements have been completed and pay the designated fee.

M.Ed. Degree Candidates

The minimum program fee is equivalent to a 1.5 year program fee assessed for the academic year in which the program is commenced (i.e., one and one-half times the full-time fee) including the preceding summer. Most students will normally *not* have paid the minimum program fee and will, therefore, be charged a balance degree fee at the time of graduation. The balance is calculated on the individual student's pattern of study.

The M.Ed. program in Applied Psychology with specialization in Counselling Psychology (B) has required residence, which necessitates the payment of full-time fees.

M.A. Degree Candidates

The minimum program fee for either a six or eight half-course program is equivalent to a 1 year program fee. The ten half-course minimum program fee is equivalent to a 1.5 year program fee. The twelve half-course minimum program fee is equivalent to a 2 year program fee.

Ed.D. Degree Candidates

Fees will be assessed according to the pattern of registration. However, a 1 year full program fee must be paid in the year in which the residence requirements are undertaken.

Ph.D. Degree Candidates

The minimum program fee is equivalent to a 1 year program fee for each year of required residence.

Special Students

Full-time Special Students pay the full academic fee per annum (plus incidental fees), which is equivalent to a 1 year program fee. Special Students who enrol on a part-time basis pay for each half-course (plus incidental fees). In the 1993/94 academic year the fee for a half-course was $381.50 (Foreign Students, $1751.50).

POST-PROGRAM FEE

M.Ed., M.A., Ed.D., and Ph.D. candidates who have completed the required residence (where applicable), but who have not completed other requirements for the degree, must re-register each year and pay the designated fee. If they do not, the degree candidacy may lapse.

Full-time M.Ed. and M.A. candidates in programs not requiring residence who have completed their program period, and part-time M.Ed. and M.A. candidates who have completed the course-work designated for their program but have not completed all the requirements for the degree, must re-register and pay the designated fee in each subsequent year until the degree requirements have been completed.

For students who commenced their degree program prior to May 1, 1993, the post-program fee in the 1994/95 academic year will be equivalent to approximately 51% of the 1 year full-time program fee. (Special provision has been made for international students who were admitted to graduate study in 1992.) For students who commenced a new degree program after May 1, 1993, the post-program fee will be equivalent to the 1 year full-time program fee.

DUAL REGISTRATION FEE FOR M.A AND PH.D. CANDIDATES

A student who has been conditionally accepted into a two-year Ph.D. program in the same area of specialization but whose M.A. degree requirements in the Graduate Department of Education have not been completed by September 15 in time for Fall Convocation may register as a Dual Registrant. The candidate will be charged the full-time Ph.D. registration fee and must re-register (but no fee is required) as an M.A. candidate. If the student is recommended for conferral of the M.A. degree before January 25, he or she will receive Ph.D. credit for the full session.

If the requirements for the M.A. degree are not completed by then, the Ph.D. registration will be cancelled and the student will continue to be registered as an M.A. candidate only. No residence credit toward the Ph.D. will be permitted. However, credit may be retained toward the Ph.D. for courses completed during that year. The student will be charged only the M.A. post-program fee plus appropriate incidental fees for the year in question.

FOREIGN STUDENT FEES

In accordance with the recommendations of the Ontario government students who are not Canadian citizens or permanent residents will be charged the higher fee unless exempted on the basis of status in Canada. (For detailed information on status contact Canadian Immigration authorities.)

All prospective foreign students will be required to have a student authorization, procured from a Canadian Immigration Office abroad, before they present themselves at the border for admission to Canada. No visitor will be allowed to apply for student status from within Canada.

In order to obtain a student authorization for study in Toronto, immigration officials abroad require that applicants provide evidence of sufficient financial resources to support themselves during the period of study. (Estimated cost of maintenance for twelve months is between $13,300 and $16,800 plus tuition fees. To determine living expenses for accompanying dependants, add approximately $7200 to $9000 for one dependant and approximately $1200 for each additional dependant.)

FEES/CONVOCATION

Degree requirements for all students must be completed and fees must be paid before the appropriate dates (see Academic Calendar) for eligibility to convocate. Diplomas and transcripts will not be issued if students have not paid in full university housing dues, library fines, bookstore debts, or health service charges. At the time of convocation such students will, however, be allowed to participate in the ceremony and have their names appear on the convocation program.

M.Ed. students must apply to graduate either by using the student telephone service or by submitting an Application to Graduate card (see page 32).

SUMMER SESSION STUDENTS

In the 1993 Summer Session the fee was $381.50 (Foreign Students, $1751.50) plus incidental fees. Summer fees are not charged to degree candidates who were registered in the previous Regular (winter) Session either full-time for at least one term or part-time for both terms. However, students commencing a degree program in the summer will pay the Summer Session fee. These fees are in addition to the Winter (Regular) Session fees charged in September.

Students in the Administrator Doctoral Program fulfilling the residence requirement during the spring term of the Regular Session and the Summer Session will pay fees equal to half the 1 year program fee.

LATE PAYMENT FEE

A late payment fee of $43 plus $5 for each day of delay to a maximum of $93 will be assessed against any student registered in the Regular Session whose fees are not received at the Fees Department by the dates to be announced in the registration material that will be sent to the student.

MINIMUM PAYMENT

The minimum payment of fees (for

other than those registering for only one term) consists of 60% of the academic fee and 100% of incidental fees. The due date for minimum payment will be announced in the registration material sent to students in July. The balance of the required fees may be paid at any time but is due by January 15 without further notice and is subject to a service charge.

SERVICE CHARGES
All outstanding fees, regardless of the source of payment, are subject to a service charge first assessed on October 15. In the 1993/94 academic year the service charge was 1.5% per month, compounded.

REBATE OF FEES
Rebate of fees, if any, will be determined by the date of receipt of a written notice of withdrawal in the Office of Graduate Studies. There is a minimum charge for withdrawals on or after the published date for the first day of classes in the Regular Session. In the 1993/94 academic year the minimum charge was $100.

STUDENT FINANCIAL SUPPORT

Unless stated otherwise, all values listed in this section relate to the 1992/93 academic year. Applicants should be aware that the value of an OISE scholarship or graduate assistantship is not sufficient to cover tuition and living expenses. Foreign applicants in particular should note that they will not be accepted without some form of financial support.

OISE GRADUATE ASSISTANTSHIPS
To support programs of full-time graduate study, the Institute offers financial assistance in the form of Graduate Assistantships having a work requirement involving educational research. The Institute welcomes applications from women, native peoples, racial minorities, and persons with disabilities. Graduate Assistants at OISE are represented by the Canadian Union of Educational Workers, Local 7 (located on the 8th floor, Suite 8-104, telephone 926-4728). Applications will be considered on the basis of the applicant's ability to assist in research and field development activities. Departmental recruitment needs and seniority in the bargaining unit will be considered on an equal basis. All new applicants to a full-time degree or diploma program are eligible to apply. Current students continuing in the same degree or diploma program should refer to the information on the application form regarding eligibility requirements. From September 1993 to April 1994 a Graduate Assistantship has a value of $8000 (plus 4% vacation pay). The value of the assistantship is determined each year.

It is important to note that an OISE Graduate Assistantship is for the specified amount and *does not cover payment of fees*. Payment of fees is the responsibility of the student, who should be in a financial position to fulfil this obligation at the beginning of the academic year.

For application forms, write to Admissions, Office of Graduate Studies, OISE. Completed applications must be received in the Office of Graduate Studies before January 15, 1994.

OISE SCHOLARSHIPS
The OISE Scholarships are awarded on the basis of academic merit. Candidates are nominated by each of the OISE departments within the Graduate Department of Education. Those eligible to be considered for OISE Scholarships are: (1) new full-time applicants to a degree program; (2) part-time degree students who will be beginning their first year of required residence in the September or

January next following the time of recommendation for scholarships; (3) full-time degree students who have begun but not completed, at the time of recommendation, their first term of full-time study. Scholarship holders must be registered as full-time students in one of the four degree programs in the Graduate Department of Education.

Scholarships for the 1993/94 academic year were offered in the amount of $10,000 over a twelve-month period. It is anticipated that OISE Scholarships will have at least the same value in the 1994/95 academic year. Scholarships, subject to satisfactory performance, are ordinarily renewable for the length of required academic residence in the degree program.

Scholarship recipients cannot concurrently hold an OISE Graduate Assistantship or a major award with a value of $2000 or more per academic term.

It is important to note that an OISE Scholarship is for the specified amount. Payment of fees is the responsibility of the scholarship holder.

CLIFFORD C. PITT SCHOLARSHIP

The Ontario Institute for Studies in Education established the Clifford C. Pitt Scholarship to provide a measure of recognition for the many contributions Dr. Pitt made as the Institute's second Director. The scholarship will be awarded annually to an Ed.D. student for the period of required residence. Candidates are nominated by each of the OISE departments within the Graduate Department of Education. The value of the scholarship for the 1993/94 academic year was $11,000. It is anticipated that the scholarship will have at least the same value in the 1994/95 academic year. Payment of fees is the responsibility of the scholarship holder.

THE BERNARD J. SHAPIRO SCHOLARSHIP

The Institute established this scholarship to provide a measure of recognition for the many contributions Dr. Shapiro made as Director of the Institute. The scholarship will be awarded annually to a doctoral student for the period of required academic residence. Candidates will be nominated by each of the OISE departments within the Graduate Department of Education on the basis of academic merit and the potential for significant research and scholarly contribution to the field of study. The value of the scholarship for the 1993/94 academic year was $11,000. It is anticipated that the scholarship will have at least the same value in the 1994/95 academic year. Payment of fees is the responsibility of the scholarship holder.

OISE SCHOLARSHIP FOR ABORIGINAL STUDENTS

The scholarship, with a value of $11,000, will be awarded annually to an aboriginal student who will be registered on a full-time basis in a degree program in the Graduate Department of Education (OISE), University of Toronto. Aboriginal candidates (Inuit, Native, Status Indian, Non-Status Indian, Aboriginal Members of First Nations, or Métis) who are new applicants to a degree program or current students continuing in the same degree program are eligible to apply. The recipient will be selected on the basis of academic merit and previous and intended contribution to his/her community. Preference will be given to new applicants to a degree program. Application forms must be received in the OISE Office of Graduate Studies by January 15, 1994.

Application forms for the following three fellowships (Hetty Chu, Margaret Hambly, and Wilfred Wees) are available in November from the Office of Graduate Studies, OISE, and must be submitted by January 15 to the Registrar in that Office along with an outline of the applicant's financial position (as well as all supporting documentation for application for admission).

THE HETTY C. CHU MEMORIAL FUND

The Hetty C. Chu Memorial Fund was established in honor of Hetty Chu, an OISE alumna, by her family. The purpose of the fund is to establish a fellowship for full-time students of OISE with demonstrated potential and promise of service to the educational, or related, field. The fellowship has a value of $800 per academic year. A statement pertaining to past contribution to the educational or related field must accompany the application. A person may be considered for and awarded the fellowship for more than one academic year.

At the time of application, a candidate must be:
(a) a resident in Canada, preferably in Ontario, twenty-five years of age or over;
(b) a holder of a bachelor's degree from a recognized/accredited university and acceptable under OISE's admission policy;
(c) in full-time paid employment for at least two continuous years prior to enrolment at OISE; and
(d) in need of financial assistance.

MARGARET I. HAMBLY MEMORIAL FUND

The Ontario Institute for Studies in Education has established the Margaret I. Hambly Fund in memory of the Institute's first Registrar. The fund is intended primarily for persons over thirty-five years of age who are residents of Canada and who are returning to continue their studies after being out of the work force for a number of years. Funds will be available to both full-time and part-time students. Criteria for the award will be firstly demonstrated potential and promise of service to the educational community and secondly financial need. A statement pertaining to past contribution to education must accompany the application.

WILFRED RUSK WEES FELLOWSHIP

The Wilfred Rusk Wees Fellowship was established in honor of Wilfred Wees, an OISE faculty member, by his wife. The fellowship has a value of $1500 per academic year. In order to qualify for consideration an applicant must plan to study on a full-time basis, read Dr. Wees's thesis entitled "The Effect of the Form of Presentation on the Form of Reproduction of Prose Passages," and submit a 2500-word essay on the thesis. The thesis is available from both the OISE R. W. B. Jackson Library and the Robarts Library at the University of Toronto. The essay must be submitted to the Registrar, Office of Graduate Studies, by February 15.

In keeping with OISE's commitment to unfettered scholarship and to combating all forms of discrimination, applicants are encouraged to attend to the sociological and historical contexts in which Dr. Wees's thesis was submitted and accepted by the University of Toronto in the 1930s. Applicants are also encouraged to submit essays that consider the development of our understanding of the origins, functions, and implications of racism in education, should this aspect of the thesis prove of interest to them. The fellowship will be awarded on the basis of academic merit, financial need, and the quality of the essay.

LOUIS J. ZUKER, Q.C., AND PEARL H. ZUKER MEMORIAL FUND

This fund has been established by Judge Marvin A. Zuker in memory of his parents to help a visa student, registered on a full-time basis at OISE, with an emergency financial need. The sum of $800 will be awarded each academic year in January. Candidates are nominated by each of the OISE departments within the Graduate Department of Education. Nominations are limited to one per OISE department and must be accompanied with a brief description of the emergency need.

BURSARY ASSISTANCE

OISE Bursaries are available, on the basis of need, to full-time students who are registered in a degree program in the Graduate Department of Education and whose continuation in that program is in jeopardy for financial reasons. In extraordinary circumstances, part-time degree students who meet the need criteria for a bursary may be eligible for bursary assistance. Special Students are not eligible. The bursary is not considered to be a source of long-term funding for a student's program, but is intended to be a bridge for a temporary lack of funds. First-year students are normally not eligible for consideration until the second Regular Session term. Students with scholarship support or who are eligible for OSAP are normally not eligible for bursary funding. Application is through the OISE department.

ONTARIO GRADUATE SCHOLARSHIP PROGRAM

Ontario Graduate Scholarships are available to students with a high level of academic achievement. A Scholar receives $3953 per term. Awards will be for two or three consecutive terms. Awards are intended primarily for Canadian citizens and permanent residents. Preference is given to Ontario residents.

Application forms are available as follows:
(a) For students currently enrolled in a graduate program: their OISE home department.
(b) For prospective full-time students: Ontario Graduate Scholarship Program, Student Support Branch, Ministry of Education and Training, 189 Red River Road—4th floor, P.O. Box 4500, Thunder Bay, Ontario P7B 6G9.

The deadline for submitting applications for the following academic year is October.

SOCIAL SCIENCES AND HUMANITIES RESEARCH COUNCIL OF CANADA DOCTORAL FELLOWSHIPS

Awards offered by the Social Sciences and Humanities Research Council of Canada are available to Canadian citizens or permanent residents of Canada living in the country at the time of application. Among these are doctoral fellowships, which had a value of $14,436 in 1993/94.

Application forms are available as follows:
(a) For students currently enrolled in a graduate program: their OISE home department. Closing date is usually early November for the following academic year, but it will be announced by the home department in the fall.
(b) For prospective full-time students: Fellowships Division, Social Sciences and Humanities Research Council of Canada, P.O. Box 1610, Ottawa, Ontario K1P 6G4.

Closing date is October 15 for the following academic year.

FEDERATION OF WOMEN TEACHERS' ASSOCIATIONS OF ONTARIO SCHOLARSHIPS

The Federation of Women Teachers' Associations of Ontario offers three scholarships of $7500 each for doctoral study in education. The first, the Ruby Kinkead Memorial Doctoral Scholarship, is awarded for doctoral study at the University of Toronto. The second, the L. Dorothy Martin Doctoral Scholarship, is for doctoral study in education at any university of the applicant's choice. The third, the Florence I. Henderson Doctoral Scholarship, is for doctoral study in education at any accredited Canadian university. Applicants must be members of the Federation of Women Teachers' Associations of Ontario.

In addition, the following scholarships are available: the Shirley Stokes Scholarship of $5000 for postgraduate work in women's studies; and the Joan Sneddon Scholarship of $5000, for study at the master's level in education or some other subject area.

Further details and application forms are available from the Executive Director, Federation of Women Teachers' Associations of Ontario, 1260 Bay Street, Toronto, Ontario M5R 2B8. Applications must be submitted by May 1.

ONTARIO ENGLISH CATHOLIC TEACHERS' ASSOCIATION SCHOLARSHIPS AND FELLOWSHIPS—$7000

The Ontario English Catholic Teachers' Association offers three scholarships for graduate study in the amount of $7000 each. It also offers three fellowships for Religious Studies in the amount of $7000 each (graduate or undergraduate). These awards are available to statutory or voluntary members in good standing with the Association.

Further details and application forms are available from the General Secretary, Ontario English Catholic Teachers' Association, 65 St. Clair Avenue East, Toronto, Ontario M4T 2Y8. Applications must be submitted by April 1.

ONTARIO PUBLIC SCHOOL TEACHERS' FEDERATION SCHOLARSHIPS

The Ontario Public School Teachers' Federation offers the Win Davies Memorial Scholarship, which provides up to $15,000 payable over a two-year period to an OPSTF member pursuing full-time studies leading to a Ph.D. degree in educational studies, or up to $7500 within a one-year period to a member pursuing full-time studies leading to an Ed.D. degree in educational studies.

The Dr. R. L. Lamb Scholarship pays up to $7500 to an OPSTF member pursuing full-time studies leading to an Ed.D. degree in educational studies.

The OPSTF Golden Anniversary Awards provide financial assistance to OPSTF members pursuing graduate studies in education at the master's or doctoral level. The amount of these awards varies from year to year.

For more information and application forms, contact the Ontario Public School Teachers' Federation Awards Committee, 1260 Bay Street, Toronto, Ontario M5R 2B7. Closing date for application is January 31, 1994 (midnight postmark).

ONTARIO SECONDARY SCHOOL TEACHERS' FEDERATION—SCHOLARSHIPS AND AWARDS

These awards, totalling $26,900, include the Brick Robb Memorial Scholarship for Educational Research, the Dr. S. G. B. Robinson Travelling Fellowship, the S. Hunter Henry Memorial Award, and the Ansley Memorial

Award. The last two are granted only to OSSTF members. The Brick Robb may be granted to members of any OTF affiliate, and the Robinson to members of any CTF member organization.

Further details and application forms are available from the Scholarship Committee, Ontario Secondary School Teachers' Federation, 60 Mobile Drive, Toronto, Ontario M4A 2P3. Applications must be submitted by January 31.

THE WILLIAM PAKENHAM FELLOWSHIPS: TWO AWARDS—$5000 EACH

Recipients of these awards must pursue full-time study in education in the Regular Session in which they hold the award at the University of Toronto, or at some other university approved by the Faculty of Education, University of Toronto. Applicants must be residents of Ontario, holding a bachelor's degree and a teacher's certificate valid in a Canadian province, and must submit a record of professional experience and evidence of ability to make a contribution to education in Canada as a result of further work.

An application form may be obtained from the Registrar, Faculty of Education, University of Toronto, 371 Bloor Street West, Toronto, Ontario M5S 2R7. Completed applications must be received by March 15.

THE SOROPTIMIST FOUNDATION OF CANADA

The Soroptimist Foundation of Canada annually offers several $5000 grants to female students to assist them with university studies that will qualify them for careers serving people by improving the quality of their lives. (As an example, but not limited to the following: providing medical services; providing legal counselling and assistance; serving women by counselling mature women entering or re-entering the labor market; providing counselling for battered women; administrative positions in women's centres; counselling and training women for nontraditional employment.) An applicant, to be eligible, must be:

(a) a female and a Canadian citizen or permanent resident;

(b) registered in a graduate program of studies in an accredited university and pursuing a course of studies that will lead directly to a career of service to people generally;

(c) intending to spend a minimum of two years in such a career in Canada.

Application forms are available from the Office of Graduate Studies, OISE, and must be submitted by January 31, 1994, to the address indicated on the application form.

NAOMI GRIGG FELLOWSHIP FOR POSTGRADUATE STUDIES IN GERONTOLOGY

The Soroptimist International of Toronto provides for a fellowship with a maximum value of $7500 to be awarded to a student enrolled full-time in a graduate program in an area of study related to gerontology. (As an example, but not limited to the following: health care, housing, and social, legal, psychological, and recreational services.)

An applicant, to be eligible, must be:

(a) a Canadian citizen or permanent resident, and a resident of Ontario, who can demonstrate need;

(b) registered in an accredited postgraduate degree program and specializing in an area of study related to gerontology;

(c) an individual who has shown through his/her work a demonstrated involvement in the field of gerontology for a period of not less than four years and a commitment to this area of study; (d) intending to spend a minimum of two years after the time of study working in this field in Canada.

Application forms are available from the Office of Graduate Studies, OISE, and must be submitted before March 31 to the address indicated on the application form.

EMERGENCY STUDENT LOANS

Full-time students in need of financial assistance may apply for an OISE Emergency Student Loan. Consideration will be given only to applicants who face critical financial situations of an emergency nature. Applicants must demonstrate that the need was unanticipated and there is no other reasonable recourse. Contact Margaret Brennan in the Office of Graduate Studies, OISE, for more information. Part-time students should apply to the OISE Alumni Association Emergency Fund. Application forms are available in the OISE department.

Please note: Notices are posted outside the Office of Graduate Studies (11th floor lounge) pertaining to awards other than those listed here. In addition, a Graduate Awards Database system is available in the R. W. B. Jackson Library, OISE.

COURSES OF INSTRUCTION

Courses of instruction are numbered according to the OISE department with which they are primarily identified. In most instances the first two digits in the course number designate the department; e.g., the 11 in 1125F,S,H and the 31 in 3124F,S,H refer to the Department of Adult Education. (See the table of contents of this Bulletin for the number key.) Normally the initial digit 1 indicates a master's-level course and 3 a doctoral- level course. The exceptions are courses beginning with a 4 or a 5, which constitute the Adaptive Instruction specialization in the Department of Applied Psychology and the Department of Curriculum at the master's and doctoral levels.

Since OISE represents the University of Toronto Graduate Department of Education, all courses carry the identifier EDT before the course number on the record system.

Most courses are offered as half-courses, shown by an F following the course number indicating first term, S indicating second term, and H indicating a half-course running all year. Since at the time of publication of this Bulletin the actual term in which a course is to be offered is not usually known, the three letters will therefore appear after almost every half-course.

In the case of full courses running all year a Y will be assigned after the course number. An A indicates a full course in first term and B a full course in second term.

Summer Session courses will have S for half-courses and B for full courses after the course number.

COURSE DEFINITIONS

Six half-courses ordinarily constitute a full-time program in the Regular Session (typically three in each term). Each half-course normally meets for thirteen sessions of two and one-half hours or for twelve sessions of three hours. A full course normally meets for two terms. Two half-courses constitute a full-time program in Summer Session; each half-course normally meets for six hours a week.

INDIVIDUAL READING AND RESEARCH COURSES

When an individual reading and research course is undertaken for graduate credit it must be supervised and evaluated by a member of the graduate faculty. A course description and a rationale explaining the relevance of the course to the individual degree program must be submitted and approved by the student's department of specialization and then placed on file in the Office of Graduate Studies. The form must be in the Office of Graduate Studies by September 4 for first term and full year courses, by December 15 for second term courses, and by June 15 for Summer Session courses. Further, the student is required to have frequent consultation, in person, with the faculty member giving the course. The student therefore must be on campus or at least in close proximity so that frequent meetings, ideally once a week, can occur.

DEADLINES FOR COURSE CHANGES AND COURSE COMPLETION

The deadline beyond which a course cannot be added is October 7 for first term courses and courses running all year and January 20 for second term courses. November 4 is the last day to withdraw without academic penalty for first term courses and February 24 for second term courses and courses running all year. July 15 is the deadline for dropping or adding courses in the Summer Session. After these dates no changes can be made. Should a student not continue in the course, the course itself will remain on the record (transcript) with a WDR (Withdrawal). Should a student continue in the course but not complete the requirements for the course, it will remain on the record (transcript) and a grade of Incomplete or Failure will be assigned. If a student has incomplete courses, others must be added to fulfil the degree requirements.

The following grade submission dates are mandatory. They represent the dates the grades are due in the Office of Graduate Studies. Please note that sufficient time must be allowed for the instructor to grade the paper in order to comply with these dates. The deadline for submission of papers will therefore be determined by the instructor.
First Term: Grades for first term courses are due by January 20. May 20 is the final date for SDF designations to be replaced by a grade or an FZ.
Second Term: Grades for second term courses and for full and half-courses running all year are due by May 20. September 30 is the final date for SDF designations to be replaced by a grade or an FZ.
Summer Session: Summer Session course grades are due by September 30. January 20 is the final date for SDF designations to be replaced by a grade or an FZ.
Only in very rare circumstances would an appeal for an extension beyond the final deadline dates be considered. (See Student Appeals, page 16.)

It must be emphasized that throughout a degree program at OISE the responsibility rests with the student to ensure that the Office of Graduate Studies is notified by the appropriate dates of any changes in courses and of any other relevant information concerning the program.

First term grades will be mailed to students in mid-February. Second term and full year course grades will be mailed to students in mid-June. Summer Session grades will be mailed toward the end of October.

GRADING SYSTEM

The grading practices of the Graduate Department of Education fall within the general framework of the University of Toronto School of Graduate Studies (SGS) grading system, and have the following features:
(a) The grading system has a primary classification of A, B, and FZ, which have the following meanings:
—A: original work, very well organized and expressed, sound critical evaluations, clear command of techniques and principles of the discipline, etc.
—B: good grasp of the topics, accurate knowledge, some evidence of critical evaluation, ability to synthesize and to discriminate relevant issues, etc.
—FZ: glaring inaccuracy and confusion, little or no grasp of techniques and principles, trivial and irrelevant

treatment of topics; in general, a failure to demonstrate the minimal knowledge and skills for effective work in the discipline.
(b) The instructor is asked to make secondary distinctions within the first two classes, A and B, by using + and – to signify a grading within each class from high to low, and will assign a letter grade of A+, A, A–, B+, B, B–, or FZ.

A small number of Pass/Fail or Credit/No Credit (CR or NCR) courses are offered in the Graduate Department of Education. Such courses must have the prior approval of the Graduate Department of Education and the University of Toronto School of Graduate Studies before they can be offered in this manner. All students in such courses are graded as Pass or Fail (CR or NCR). No letter grades can be assigned.

The School of Graduate Studies defines the following non-grade course reports that may appear on transcripts:

INC—Incomplete: a report assigned by the instructor or departmental review committee, normally as a final report where coursework is not completed but where there are not grounds for assigning a failing grade. This is a final report and may only be altered on departmental request with the approval of the SGS Associate Dean of the Division. It carries no credit for the course and is not considered for averaging purposes.

IPR—In progress: a report assigned by the instructor as the report for a course that is continued in a subsequent session or program. The final grade for the course will appear only once and only for the last enrolment. IPR carries no credit for the course and is not considered for averaging purposes.

NGA—No grade available (to replace NR—Not received): a report assigned by SGS in the extraordinary case that a grade is not available for a student due to the failure of an instructor to submit a grade or report by the appropriate deadline. It must be replaced by a regular grade or by another non-grade course report assigned by the instructor. It carries no credit for the course and is not considered for averaging purposes.

SDF—Standing deferred on the basis of incomplete coursework. This report may be assigned by the departmental review committee (at OISE, the Degrees and Appeals Subcommittee) upon an instructor's recommendation for medical or similar reasons or, under exceptional circumstances, for academic reasons. Documentation concerning the circumstances must be attached to the instructor's original marks list when the SDF is first assigned. It must be replaced by a regular grade assigned by the instructor before the expiry of a specific extension period and, except in the most extenuating circumstances, no later than the SGS grade submission deadline following the original one for that course. The deadlines for submission of letter grades to replace SDF grade reports are as follows:
—Summer Session courses, January 20
—First term (A,F) courses, May 20
—Full session (Y,H) courses, September 30
—Second term (B,S) courses, September 30
Any SDF grades still outstanding after the above deadlines (or a new one established by the departmental review committee) will be changed to a failing grade. SDF carries no credit for the course and is not considered for averaging purposes.

WDR—Withdrawal without academic penalty. WDR is assigned, when there are extenuating circumstances, by the departmental review committee upon approval of a student's request for a late withdrawal from a course. It carries no credit for the course and is not considered for averaging purposes.

XMP—Exemption granted on the basis of credit for work done elsewhere. It carries credit for the course but is not considered for averaging purposes.

Please note: An Incomplete or Failed course may be taken again, but a course resulting in a passing grade cannot be repeated.

GRADING PROCEDURES

(a) As early as possible in each course, and no later than the final date to enrol in courses, the instructor will make available to the class the methods by which student performance will be evaluated and the relative weight of these methods.
(b) After the methods of evaluation have been made known, the instructor may not change them or their relative weight without the consent of at least a simple majority of the students enrolled in the course.
(c) Commentary, appropriate in the instructor's judgment, on assessed work, other than final examinations, and time for discussion of it will be made available to students. Commentary, appropriate in the instructor's judgment, on final examinations and time for discussion of it will be made available to students at their request.
(d) The deadline for submission of papers will be determined by the instructor to allow for sufficient time to meet the University of Toronto School of Graduate Studies grade submission deadlines.
(e) Grades are to be determined on the basis of the instructor's best judgment according to the evaluation procedure established in the course. The assigning of grades is solely the instructor's prerogative and will not be based on any system of quotas.
(f) Should a dispute over an academic or procedural matter relating to a grade not be resolved through the recommended channel of discussions with the instructor and within the OISE department, the student may make an appeal to the OISE Degrees and Appeals Subcommittee, through the Office of Graduate Studies (see Student Appeals, page 16). Any student whose work is judged to be unsatisfactory by the Graduate Department of Education may be required to withdraw at any time.

TRAVAUX ET THÈSES EN FRANÇAIS

La plupart des cours qu'offre l'Institut d'études pédagogiques de l'Ontario sont en anglais. Cependant, les étudiantes et les étudiants qui le désirent pourront soumettre leurs travaux en français en prenant les dispositions nécessaires avec les professeures et professeurs dont les noms apparaissent ci-dessous. Nous recommandons aux étudiantes et étudiants de bien vouloir rencontrer leur(s) professeure(s) ou professeur(s) au préalable s'ils souhaitent remettre leurs travaux en français.

Department of Adult Education

B. J. Burnaby, S. H. Razack, A. M. Thomas, A. M. Tough, D. N. Wilson

Department of Applied Psychology

E. Geva, B. Schneider, L. Siegel, J. Wiener

Department of Curriculum

S. Churchill, A. Cumming, J. P. Cummins, G. Feuerverger, N. J. Frenette, D. Gérin-Lajoie, G. Hanna, M. B. Harley, N. Labrie, S. Lapkin, L. D. McLean, R. S. McLean, M. K. Swain

Higher Education Group

R. E. S. Hayhoe, I. Winchester

Department of History and Philosophy of Education

A. Prentice

Department of Sociology in Education

G. E. Burns (Centre du Moyen-Nord/Nord-Est), M. Eichler, M. Heller (Centre de recherches en éducation franco-ontarienne), D. W. Livingstone, C. P. Olson, G. W. West

Voir la section «Interdisciplinary Focuses» pour une description des cours en français, sous la rubrique Études en français.

INTERDEPARTMENTAL SPECIALIZATIONS

Faculty in several departments are collaborating in the development of interdepartmental specializations to facilitate program selection and planning for students who wish to pursue studies in an area of specialization that involves two or more OISE departments. Participating faculty and departments are working toward establishing common courses and comprehensive requirements for these specializations. At this time the four interdepartmental specializations described in this section have been formally established.

Two further areas are in the process of being established as interdepartmental specializations: Comparative, International, and Development Education; and Critical Pedagogy and Cultural Studies. Participating faculty and relevant courses are listed in the following section, "Interdisciplinary Focuses."

Students must still apply to a specific department, but those interested in enrolling in an interdepartmental specialization should so indicate on their application form (page 2, item #3).

ADAPTIVE INSTRUCTION

The Department of Curriculum and the Department of Applied Psychology are offering a specialization in Adaptive Instruction. This specialization is concerned with how teaching and learning can be effective in the modern classroom. Factors that contribute to the diversity of students are considered, such as multicultural backgrounds, societal factors, learning and behavioral differences, and factors that impact on teachers and teaching, particularly in the core skills areas of reading and literacy.

For details and course descriptions, see the Adaptive Instruction section in the listings of these two departments.

APPLIED COGNITIVE SCIENCE

Applied Cognitive Science at OISE links faculty and students from diverse fields who share an interest in the rapidly developing field of cognitive science. Students can specialize in Applied Cognitive Science through master's and doctoral programs. Individualized programs are designed in consultation with cognitive science faculty in the OISE departments of Applied Psychology and Curriculum/Computer Applications. Student programs are coordinated by faculty in the Centre for Applied Cognitive Science and may consist of courses offered throughout OISE as well as courses offered by the broader cognitive science community of the University of Toronto, which includes members of the departments of Computer Science, Linguistics, Philosophy, and Psychology. Among the strengths of the Applied Cognitive Science specialization is the variety of programs, scholars, research laboratories, graduate seminars, interdisciplinary projects, and computing facilities to which it provides access.

Applied cognitive science is a research-oriented specialization, emphasizing an

apprenticeship approach. Accordingly, whether students plan an academic research career or a career in a more applied setting, they are encouraged to involve themselves in research programs of members of the Centre for Applied Cognitive Science. These research programs cover a wide range of efforts to improve education by extending scientific understanding of the human mind. Applied cognitive science is broadly conceived, encompassing the emotional and cultural as well as the more purely intellectual aspects of mental life.

Admission

Applicants must meet admission requirements of a participating department. They must indicate their interest in this specialization on page 2 (item #3) of their application form.

Requirements

Individual student programs must meet the requirements of both the home department and the Applied Cognitive Science specialization. Normally a careful selection of courses will satisfy this stipulation, without any additional courseload.

Master's degree students are required to take six courses, including:
(a) 1206 Proseminar in Cognition;
(b) 1226 Selected Problems in Educational Psychology;
(c) at least one of 1233 Cognition and Instruction and 1234 Foundations of Cognitive Science;
(d) one course in research methodology, to be determined in consultation with the faculty advisor.

Where required, doctoral students take comprehensive examinations, planned with a representative of the home department, so as to meet both departmental and Applied Cognitive Science requirements.

Faculty Advisors

Students will be advised by faculty from their home departments who are also participants in the Applied Cognitive Science interdepartmental specialization: Carl Bereiter, Esther Geva, Daniel Keating, Marc Lewis, Peter Lindsay, Keith Oatley, David Olson, Linda Siegel, Keith Stanovich (Applied Psychology); Alister Cumming, William Olivier, Marlene Scardamalia (Curriculum/Computer Applications). In selecting a thesis supervisor, however, students are not restricted to faculty from the home department.

Courses

Courses that may be counted toward a specialization in Applied Cognitive Science include: 1206, 1226, 1233, 1234, 1237, 3200, 3209, 3220, 3237, 3243, 3244, 3287, and 5283 (Applied Psychology); 1313 and 3502 (Curriculum/Computer Applications).

Other relevant courses, including courses from other departments in the university, may be counted toward requirements with approval of the faculty advisor and the Office of Graduate Studies.

TRANSFORMATIVE LEARNING

The Transformative Learning interdepartmental specialization involves faculty and students from several OISE departments who are taking an interdisciplinary approach to global ecological and social issues as they relate to education. In both master's and doctoral programs students can specialize in global issues while also registered in one of the following departments: Adult Education, Curriculum, History and Philosophy of Education, and Sociology in Education. The specialization is grounded in the assumption that the pressing global concerns of today cannot be understood through a conventional paradigm or through a single disciplinary approach. It integrates such areas as ecology, peace studies, anti-racist education, social justice issues, development studies, indigenous knowledge, native studies, religious studies, worldviews and ways of life, social economy, theory of democracy, adult education and social change, participatory research, popular education, feminism, reproductive technologies, alternative futures, international migration, multiculturalism, popular culture, and family change. Through the specialization its members have links with the Faculty of Environmental Studies at York University, the International Institute for Global Education at FEUT, the Nicaraguan Institute of Popular Education and Research (INIES), the Global Education Project of the Ontario Teachers' Federation, and a variety of community-based organizations.

Admission

Applicants must meet the admission requirements of a participating OISE department. (It is possible to apply to more than one department, rank ordering department preference on the application form.) Applicants must indicate their interest in the Transformative Learning specialization on page 2 (item #3) of the application form.

Requirements

Normally, half of a student's courses must be taken in the home department and half in the Transformative Learning specialization. Usually, because of overlap between departmental and specialization course offerings, it is possible to meet this requirement and still take courses elsewhere. Students can take more than the minimum required number of courses in their home department and in the specialization. In cases where the home department requires a comprehensive examination and major research paper or a thesis, these will as far as possible be conducted or supervised by faculty involved in the specialization.

Faculty Advisors

Students will be advised by faculty from their home department who are also participants in the Transformative Learning specialization: Budd Hall, Angela Miles, Jack Quarter, Sherene Razack, and Allen Tough (Adult Education); Derek Hodson, Jack Miller, Roger Simon, and Edmund Sullivan (Curriculum); Clive Beck, David Levine, Dieter Misgeld, and Harold Troper (History and Philosophy of Education); George Dei, Margrit Eichler, Roxana Ng, Paul Olson, and Gordon West (Sociology in Education).

A student's thesis supervisor need not be from the home department. However, at least one thesis committee member must be.

Courses

Courses that may be counted toward the specialization in Transformative Learning include: 1105, 1111, 1131, 1136, 1143, 1144, 1148, 3116, and 3119 (Adult Education); 1304, 1324, 1354, 1366, and 1386 (Curriculum); 1405, 1420, 1422, 1428, 1429, 1434, 1444, 1481, 1489, 3423, and 3428 (History and Philosophy of Education); 1900, 1903, 1917, 1941, 1947, 1948, 1954, 1979, 1984, 3935, and 3984 (Sociology in Education).

WOMEN'S STUDIES/FEMINIST STUDIES

Women's Studies/Feminist Studies at OISE involves faculty and students from a number of departments who share interests in this large and growing field of scholarship, activism, and research. Students can specialize in Women's Studies/Feminist Studies through master's and doctoral programs within the following OISE departments: Adult Education, Applied Psychology, History and Philosophy of Education, and Sociology in Education. The Women's Studies/Feminist Studies faculty in these departments may be consulted in the design of individualized programs of study, while the Centre for Women's Studies in Education coordinates these programs. Programs include courses in areas of women's/feminist studies, gender relations, and sex differences and similarities that are offered in each of the above departments as well as other OISE departments and other departments of the University of Toronto. The bases for this specialization include the large number of feminist scholars on the faculty, a variety of research projects, the many students working in the area, the Women's Educational Resource Centre, and the Centre for Women's Studies in Education, which has a strong and active research program.

Admission

Applicants must meet the admission requirements of a participating department. They must also indicate Women's Studies/Feminist Studies on their application forms (page 2, item #3). Students with undergraduate degrees or coursework in women's studies are especially strong applicants for this specialization.

Requirements

Individual student programs must meet the requirements of the home department. There are no specific required courses at either the master's or doctoral level. However, it is expected that the majority of the required departmental and extra-departmental courses will be in Women's Studies/Feminist Studies. Courses outside the department will be determined in consultation with the faculty advisor. Where required, doctoral students take comprehensive examinations planned by Women's Studies/Feminist Studies representatives of the student's home department so as to meet the degree requirements of the department and of the specialization.

Faculty Advisors

Students will be advised by faculty from their home department who are also participants in the Women's Studies/Feminist Studies interdepartmental specialization: Helen Lenskyj, Angela Miles, Sherene Razack, Kathleen Rockhill (Adult Education); Margaret Schneider (Applied Psychology); Johan Aitken (Curriculum); Deanne Bogdan, Ruth Pierson, Alison Prentice (History and Philosophy of Education); Sandra Acker, Kari Dehli, Margrit Eichler, Roxana Ng, Dorothy Smith (Sociology in Education). In selecting a thesis supervisor, students are not restricted to faculty from their home departments. Students are advised to contact Helen Lenskyj (Adult Education), the Coordinator of the Women's Studies/Feminist Studies interdepartmental specialization, early in their program.

Courses

A complete listing of courses taught by feminist faculty and courses taught with a pro-feminist perspective is provided in a brochure available from the Centre for Women's Studies in Education.

INTERDISCIPLINARY FOCUSES

The term "focus" has been chosen as a relatively informal term to refer to interdisciplinary emphases in graduate studies at OISE that may help individual students orient their studies toward a specific problem area.

It must be emphasized that a focus does not constitute a program, and hence a student cannot enrol in a focus or obtain a degree in a focus. A student who participates in a focus must be enrolled in a departmental program, and must be receiving basic training in an educational discipline (or disciplines). However, applicants interested in one of these areas should so specify on page 2, item #3, of the application form.

The focuses described here vary in breadth, detail, and availability of courses from year to year. It must be emphasized that they are intended to serve as guides to students' program planning at the Institute in relation to their professional roles, interests, and long-term goals.

In the listings it is not indicated whether the courses mentioned are half-courses or full courses. For both course descriptions and credit weighting, it will be necessary to check with the departmental sections of this Bulletin.

COMPARATIVE, INTERNATIONAL, AND DEVELOPMENT EDUCATION

An integrated set of courses is available for students who wish to engage in a systematic study of comparative, international, and development education. The experience and interests of faculty involved in the focus permit students to study comparatively both formal and non-formal educational programs, for children and adults, as they occur in both developing and developed societies, from a variety of different theoretical perspectives. The common core is an interest in carefully studying learning, in whatever form, as it occurs in a variety of national and cultural settings, in order to better understand its sociocultural, economic, and political roles in any given society. Available courses are found in Adult Education, the Higher Education Group, and Sociology in Education. Academic coordination of the focus is in the Comparative, International, and Development Education Centre. Students interested in this area should consult the description of the Comparative, International, and Development Education focus in Adult Education, and the course offerings in Higher Education and Sociology in Education, in their respective sections of this Bulletin, and address inquiries to the Centre.

CRITICAL PEDAGOGY AND CULTURAL STUDIES

This focus is concerned with how education (broadly construed) has fostered symbolic dominance (often in conjunction with physical and material oppression), and how such injustice might be transcended by a critical pedagogy. Substantive research interests include: the relevance, and social construction, of sexuality, gender, ethnicity/race, language, and class to social, educational, and communicative competencies and capacities; critical ethnography; analysis of cultural forms in writing, text, film, youth styles; the culture of the school; public alternative schools; progressive, libertarian, and radical critiques of schooling; the political economy of education; global peace and education; multiculturalism; comparative and Third World education; ideologies; education and the labor market; historical-sociological studies of state formation and moral regulation; teachers as workers; and development of critical teaching materials and strategies.

Faculty actively working in this focus are: Helen Lenskyj, Angela Miles, Jack Quarter, Sherene Razack, and Kathleen Rockhill (Adult Education); James Cummins, Diane Gérin-Lajoie, Robert Morgan, Roger Simon, and Edmund Sullivan (Curriculum); David Corson (Educational Administration); Malcolm Levin (History and Philosophy of Education); Sandra Acker, Kari Dehli, George Dei, Monica Heller, David Livingstone, Roxana Ng, Paul Olson, and Gordon West (Sociology in Education).

Interested students should review the courses offered by participating faculty and consult either Roger Simon or David Livingstone.

ÉTUDES EN FRANÇAIS

Le Département de curriculum et le Département de sociologie en éducation offrent quelques cours en français à Toronto.

De plus, le Département de curriculum, en collaboration avec le Centre de recherches en éducation franco-ontarienne, offre un programme de M.Ed. qui s'intitule «Études des programmes scolaires» et qui se donne entièrement en français par le biais de l'éducation à distance. Un seul cours est obligatoire. Il s'agit du cours 1300 «Fondements des programmes scolaires».

De même, le Département de sociologie en éducation, en collaboration avec le Centre de recherches en éducation franco-ontarienne, offre un programme de M.Ed. qui s'intitule «Société et éducation» et qui se donne également en français par le biais de l'éducation à distance.

Pour de plus amples renseignements sur les cours de ces deux programmes, veuillez consulter les sections «Department of Curriculum» et «Department of Sociology in Education».

Ces deux programmes sont offerts à des groupes d'étudiants chaque année, dans des localités déterminées. Toutefois, les étudiants de Toronto y ont aussi accès. Les deux demi-cours de résidence d'été à l'intérieur du programme hors-campus seront normalement offerts sur le campus de l'Université Laurentienne à Sudbury.

Les étudiants doivent tenir compte des conditions d'admission en vigueur dans chaque département. Par ailleurs, les cours donnés en français se concentrant à l'intérieur des deux programmes sus-mentionnés, les étudiants ont la possibilité de s'inscrire aux cours simultanément offerts dans les deux programmes.

Pour tout renseignement, veuillez contacter le Bureau des études supérieures de l'IEPO, au poste 2608.

LANGUAGE AND CRITICAL PEDAGOGY

Linguistic and cultural diversity has always characterized human societies and has played a central role in mediating power relations between dominant and subordinate groups. In the Canadian context, the suppression of the languages and cultures of Native and Inuit peoples, of francophone and immigrant minorities, and of the deaf has contributed substantially to problems of social inequality. Linguistic factors also intersect in complex ways with unequal relations of gender and class.

Students who are interested in exploring how language use and language learning interact with dimensions such as class, race, ethnicity, and gender in mediating power relations within education are encouraged to consult with the following faculty members: James Cummins, Robert Morgan, and Roger Simon (Curriculum); David Corson (Educational Administration); Monica Heller (Sociology in Education).

MULTICULTURAL EDUCATION

This focus recognizes the importance of multicultural and multiracial populations that make up Ontario and Canada as a whole. Courses provide students with both seminar instruction and practical learning experiences in multicultural education.

Faculty members involved include: Budd Hall (Adult Education); Peter Gamlin (Applied Psychology); Alister Cumming, James Cummins, Grace Feuerverger, and Birgit Harley (Curriculum); Harold Troper (History and Philosophy of Educa- tion); George Dei, Monica Heller, and Roxana Ng (Sociology in Education).

Courses now offered include: 1128 and 3116 (Adult Education); 1203, 1213, 3221, and 3234 (Applied Psychology); 1304, 1317, 1334, 1335, 1336, 1337, 1380, and 3318 (Curriculum); 1428, 1429, and 3428 (History and Philosophy of Education); 1903, 1941, 1942, 1948, and 3903 (Sociology in Education).

Students from any OISE department may develop an emphasis in the area of multicultural education. Particular interests may be pursued through individual reading and research courses at OISE, in addition to the courses listed above, and through courses offered in other University of Toronto graduate departments, notably Sociology, History, and Anthropology. Faculty involved in this focus wish to point out that multicultural education may be approached from the point of view of a variety of disciplines—e.g., sociology, psychology, history, anthropology.

THE NATURE AND DEVELOPMENT OF LITERACY

Literacy is a term that denotes forms of competence and sociocultural relations important in understanding and participating in modern society. This focus is concerned with the forms of thinking and the forms of social action that literacy makes possible, and that make literacy possible, in school and societal settings.

Research interests pursued within this focus include: literacy, language, and learning; literacy and the structure of competence; literacy and knowledge-building; literacy and political formations; assessment of literacy; the social contexts of adult literacy; culture, context, and second-language learning; literature and literacy; literate computer environments; literacy and gender; social literacies; and the sociocultural organization of literacy events.

Faculty involved in teaching and research on literacy include: Barbara Burnaby, James Draper, Budd Hall, and Kathleen Rockhill (Adult Education); Carl Bereiter, Esther Geva, David Olson, Linda Siegel, Keith Stanovich, and Dale Willows (Applied Psychology); Johan Aitken, David Booth, Alister Cumming, Leslie McLean, Robert Morgan, Marlene Scardamalia, and Gordon Wells (Curriculum); David Corson (Educational Administration); Deanne Bogdan (History and Philosophy of Education); Kari Dehli, James Heap, Monica Heller, and Dorothy Smith (Sociology in Education).

Courses of possible interest to students include: 1125 (Adult Education); 1285, 1286, 3209, 3220, 3286, 3287, 4271, 4275, 4292, 4294, and 4296 (Applied Psychology); 1310, 1311, 1313, 1315, 1326, 1327, 1381, 1386, 3313, 3314, and 3502 (Curriculum); 1045 (Educational Administration); 1462, 1484, 1485, and 3436 (History and Philosophy of Education); 1928, 1942, and 1996 (Sociology in Education).

For information about focus activities, contact David Olson (Applied Psychology), Gordon Wells (Curriculum), or James Heap (Sociology in Education).

FEUT/OISE JOINT CENTRE FOR TEACHER DEVELOPMENT

The Joint Centre for Teacher Development was created to foster cooperative endeavors in the area of teacher development among OISE, the Faculty of Education (FEUT), and the cognate departments of the University of Toronto.

The Centre offers a specialization in teacher development, engages in research and development projects, and facilitates pre-service and in-service activities. In addition, the Centre supports postdoctoral fellowships for outstanding scholars and encourages visiting professorships. Some of the Centre's current work concentrates on field-based pre-service education, professional socialization, and teachers as curriculum planners.

The graduate studies specialization is based on the following assumptions:

—Teaching is a reflective, inquiry-oriented activity.

—For teachers to understand what it means for a student to be educated, they need first to think of themselves as learners and to pursue an inquiry into their own education.

—Professional growth occurs on a career-long continuum of pre-service, induction, in-service, and advanced formal education.

—Individual improvement and school improvement are interconnected.

—The wider social and organizational contexts inform and are informed by the personal and collaborative experiences of teacher development.

Courses therefore emphasize reflection, inquiry, and improvement *of* and *in* practice. Teacher development integrates personal, collaborative, and organizational experiences in a lifelong pursuit of professional growth. Accordingly, students examine their own educational development, explore gender issues, plan and collaborate in action research, design and study programs and methods of induction and professional development, participate in curriculum and teacher development practica, apprentice as educational researchers, and initiate formal inquiries.

Participating faculty come from FEUT, OISE, and other University of Toronto graduate departments. Their teaching and research interests include such areas as women in education; curriculum development and implementation; career development; personal knowledge; narrative and story telling; research on teaching; gender; action research; language and professional learning; school improvement; collaborative cultures; and the contemplative practitioner. The faculty involved are: Patrick Allen, Michael Connelly, Grace Feuerverger, Gila Hanna, Lynne Hannay, Brent Kilbourn, Jack Miller, and Gordon Wells (Curriculum); Andrew Hargreaves and Kenneth Leithwood (Educational Administration); Dwight Boyd (History and Philosophy of Education); Dorothy Smith (Sociology in Education); Johan Aitken, Steven Anderson, Mary Beattie, Patrick Diamond, and Dennis Thiessen (FEUT); Michael Fullan (FEUT and Sociology in Education); Russell Brown (Department of English, University of Toronto).

Students who wish to specialize in teacher development should apply through the Department of Curriculum, indicating clearly in their covering letter and on page 2, item #3, of the application form that they wish to be considered for admission to the Joint Centre for Teacher Development. Those who wish to apply through any other OISE department must first contact the chairperson of that department. For additional information, contact the Centre Director, Michael Connelly.

COURSE OFFERINGS BY DEPARTMENT

The courses of instruction offered through the various OISE departments are described in the following pages.

Since this Bulletin is published several months prior to commencement of the academic year, the exact scheduling of courses cannot be determined. All students should consult the most up-to-date schedule of courses, since some departments cannot at the time of publication of this Bulletin indicate the session in which the course is offered, and others may be forced, because of scheduling difficulties, to make changes.

Continuing students should note the deadline for pre-enrolment in courses, at which time an OISE schedule of courses is available. There are enrolment limits, as well as prerequisites, for certain courses, with the result that it is not always possible to grant admission to the course of first choice.

Faculty members listed are as of July 1, 1994. Applicants may wish to consult the individual OISE department regarding faculty who may be on sabbatical leave during the coming academic year.

ADULT EDUCATION

Barbara J. Burnaby, Ph.D. (Toronto)
Associate Professor, and Chairperson of the Department
(cross-cultural language and literacy; English as a second language; Aboriginal education; adult basic literacy)

Graduate Studies Academic Secretary:
Alan M. Thomas, Ph.D. (Columbia)
Professor Emeritus
(the management of learning in society; politics and economics of adult education; mass media and literacy; corrections education; labor education; learning and the law)

Admission inquiries should be directed to:
Budd L. Hall, Ph.D. (California at Los Angeles)
Associate Professor
(adult education and global change; poetry and social movements; political economy of adult education; participatory research; peace education; role of nongovernmental organizations in global change)

William E. Alexander, Ph.D. (Syracuse)
Associate Professor, and Developing Human Resources Coordinator
(organization and group dynamics; program evaluation; research methods)

Clive M. Beck, Ph.D. (New England)
Professor, cross-appointed from History and Philosophy of Education

Lynn E. Davie, Ph.D. (Wisconsin)
Professor, cross-appointed from Curriculum

James A. Draper, Ph.D. (Wisconsin)
Associate Professor, cross-appointed to the Centre for South Asian Studies, University of Toronto
(cross-cultural, comparative, international studies; adult basic education and literacy; non-formal adult education; community development; Asian studies)

Joseph P. Farrell, Ph.D. (Syracuse)
Professor
(comparative and international education; planning education for social development, especially in developing countries; educational policy studies; evaluation of reform projects)

Virginia R. Griffin, Ph.D. (Chicago)
Associate Professor
(learning processes in adult learning groups; practice of facilitating learning; transformations in learning perspectives; holistic learning)

Marilyn Laiken, Ph.D. (Toronto)
Assistant Professor
(organization renewal; change and conflict management; work team development and participative leadership; organizational learning; experiential and self-directed adult education)

Helen Lenskyj, Ph.D. (Toronto)
Associate Professor
(gender issues in sport; fitness and leisure; feminist pedagogy; health, sexuality, and sex education; feminist studies)

Angela R. Miles, Ph.D. (Toronto)
Professor
(community education, development, and change; women's studies as an aspect of adult learning; feminist theory/analysis; critical theory; social analysis of advanced industrial society)

Jack Quarter, Ph.D. (Toronto)
Professor, cross-appointed to Applied Psychology
(community psychology and community development; education programs for worker cooperatives, the workplace, and organizational democracy)

Sherene H. Razack, Ph.D. (Toronto)
Assistant Professor
(critical global and community issues; feminism; human rights; law; critical pedagogy; racism; education for social change; unions)

Kathleen Rockhill, Ph.D. (California at Berkeley)
Associate Professor
(qualitative approaches to research; language and ethnicity; feminist studies; critical theory)

Edmund V. Sullivan, Ph.D. (Syracuse)
Professor, cross-appointed from Curriculum

Allen M. Tough, Ph.D. (Chicago)
Professor
(the long-term future of human civilization; fundamental priorities; teaching about global issues; intentional changes; self-planned learning projects)

David N. Wilson, Ph.D. (Syracuse)
Professor
(comparative, international, and development education; planning and evaluation of occupational training systems; human resource and education system planning; education in Africa, Asia, and Latin America; Inuit and Indian education in Canada; formal and nonformal education; the role of international agencies in development)

ASSOCIATED INSTRUCTORS:

Diane Abbey-Livingston, M.Ed. (Toronto)
Consultant: organizational learning and change

David J. F. Beatty, Ph.D. (Michigan State)
Consultant: organization development

Margaret Fisher Brillinger, Ed.D. (Toronto)
Adult educator and psychotherapist

Hanna Mayer, Ph.D. (Florida State)
Consultant: needs assessment, training and performance technology

Ruth W. McLean, Ed.D. (Toronto)
Director and Chair, Professional Development and Academic Computing, Humber College of Applied Arts and Technology

Dale E. Shuttleworth, Ph.D. (Toronto)
Superintendent of Community Services, Board of Education for the City of York

Debby Vigoda, Ed.D. (Toronto)
Executive Director, Ontario Gerontology Association

Paul Woolner, Ed.D. (Toronto)
Consultant: organizational learning and strategic planning

PROFESSORS EMERITI:

Donald H. Brundage, Ed.D. (Columbia)
M. Dormer Ellis, Ed.D. (Toronto)
Diana J. Ironside, M.A. (Syracuse)
Walter G. Pitman, M.A. (Toronto)

ADMISSION TO THE DEPARTMENT

The Department of Adult Education welcomes applications to its graduate programs in adult education from qualified candidates from Ontario, Canada, and abroad. The department is interested in attracting persons who are concerned with issues of adult learning and practice.

Admission procedures are described in the "Application for Admission" section of this Bulletin. Please note that January 15 is the deadline for receiving applications to all certificate and degree programs.

Each year, the admissions committee receives many more applications for each of its programs than can be accommodated. Selection must be made from a large number of candidates who satisfy minimum admission requirements as stated in the "General Requirements for Admission and Degrees" section of this Bulletin. Consequently, each year, a number of qualified applicants are disappointed. In some cases the committee may suggest reapplication for a later year.

The Department of Adult Education requires that a résumé be submitted along with the application form for all programs. The résumé must provide clear and complete information about: the student's past experience in adult or related aspects of education; learning objectives within the proposed graduate program; and the ways these objectives will enhance the student's anticipated contribution to the field and to future career goals.

The admissions committee considers (1) academic record, (2) letters of reference, and (3) the résumé. All candidates are expected to have a minimum of one year of experience related to adult education. Makeup work may be required of students as a condition of admission. Further clarification about admissions criteria can be discussed with the Admissions Chair of the department.

PROGRAMS

The Department of Adult Education at OISE offers courses in adult learning and education in a wide variety of settings. We study the nature and the facilitation of adult learning, the social and political concerns of providing learning resources for adults individually and collectively, and international and comparative adult education.

Programs of study in Adult Education are available at the certificate, master's, and doctoral levels. They are designed to further the practical and theoretical expertise of men and women working in such areas as learning, teaching, planning, administration, research, and analysis in all areas of individual and community education.

The general approach to learning in the department is based on belief in the individual's ability to take responsibility for his or her own learning, and to learn in cooperation with others. As much as possible, we try to ensure that learning is relevant to the student's particular needs, background, or interests.

Each student's program is self-constructed and may be focused on topics of interest where sufficient faculty expertise exists. In addition to the faculty interests listed, four areas of concentration are described in more detail below. A student may elect to enter the department at either the certificate, master's, or doctoral level in one of these four areas of concentration. Each student is assigned to a faculty advisor who will assist the student in selecting the courses and learning experiences most suited to her or his own needs.

Advisors sometimes suggest that certain courses basic to the understanding of the field of adult education and of the theory and processes of adult learning be taken early in the program. Course descriptions in this Bulletin should be read carefully and discussed with the faculty advisor or with the individual instructor.

Students may include in their program

courses offered by other OISE and University of Toronto graduate departments. With the approval of the faculty advisor and the Office of Graduate Studies, OISE students are permitted to take the equivalent of two half-courses at another recognized graduate institution for credit in this program, but must commence their program with OISE courses.

Further clarification about any of the programs can be discussed with the coordinators in the areas of concentration described below.

GENERAL PROGRAMS

CERTIFICATE IN ADULT EDUCATION

The Certificate program is available for those whose previous academic study does not qualify them for admission to graduate degree programs. It provides an opportunity to broaden their knowledge of theory and methods in adult education. Typically, students come from a wide spectrum of adult education activities: administration and teaching in the CAATs, training programs, voluntary associations, evening school teaching, human relations programs, etc.

Students may pursue this program on a full- or part-time basis. It consists of a minimum of six half-courses, with an opportunity for additional courses. Students must take at least four courses within the Department of Adult Education. The Developing Human Resources concentration requires three specific half-courses. The Critical Global and Community Issues focus requires one specific half-course.

Courses taken while a Certificate student cannot be counted for credit toward a graduate degree at the University of Toronto, including OISE.

Fees for the Certificate program are those that apply to the equivalent category of Special Student. Incidental fees are not required unless the student is pursuing the Certificate on a full-time basis, in which case the campus services fee must be paid. (See "Fees" section of this Bulletin.)

Inquiries are to be directed to the Coordinator of the Certificate Program, James A. Draper, Department of Adult Education, in writing or by calling 923-6641, ext. 2347. Application forms can be obtained by writing or by calling 923-6641, ext. 2337; completed forms must be returned to the Department of Adult Education, Certificate Program.

MASTER OF EDUCATION

All Master of Education programs with specialization in Adult Education fall under Option I: ten half-courses plus a comprehensive examination/requirement (see Master of Education program in the "General Requirements for Admission and Degrees" section).

At least five of the ten half-courses each student is required to complete should be taken within the department. It is recommended that 1100 Outline of Adult Education be taken during the student's first term.

M.Ed. students are required to fulfil a comprehensive requirement through one of the three following options:
(a) a three-hour comprehensive examination based on the courses taken;
(b) an integrative paper that is intended to integrate what has been learned in diverse courses and other learning experiences in the program, to examine systematically links between different bodies of theory and practice in the field, and to develop an intellectually coherent understanding of the theory and practice of adult education; or
(c) a research paper in which an appro-

priate methodology or approach (e.g., quantitative, qualitative, or historical) is used to investigate a research problem in the field. In addition to sections on problem definition, methodology, and results, the paper reporting the results of the research must include a comprehensive literature review. Students wishing to take the examination alternative should arrange with the Graduate Studies Academic Secretary to write the examination before their deadline. Students planning on the integrative paper or research alternatives are expected to take the M.Ed. Comprehensive Seminar in Adult Education (1142), which is designed to assist them in fulfilling the comprehensive requirement. This should be taken after approximately the student's seventh course. Students pursuing the research paper alternative must have taken at least one half-course in research methodology.

M.Ed. students must submit their comprehensive documents before December 16, April 15, or August 26, whichever falls in the term after their last course. In other words, students who took the last classes of their final courses in December must hand in their comprehensive document by April 15.

Students should find out what fee will be charged if their comprehensive requirement is handed in after the term in which they have completed their last course.

MASTER OF ARTS

Admission to the M.A. degree program normally requires mid-B standing in the final year of a four-year University of Toronto undergraduate degree, or equivalent, in a relevant discipline or professional program. (See Master of Arts program in the "General Requirements for Admission and Degrees" section.) The M.A. program consists of eight half-courses and a thesis. Additional courses may be required of some applicants. At least half of the required courses must be completed in the Department of Adult Education. The program must also include at least one half-course in research methodology. This program can be taken on a full- or part-time basis.

DOCTOR OF EDUCATION

Regulations governing the Ed.D. program are outlined in the "General Requirements for Admission and Degrees" section.

The Ed.D. program in Adult Education is designed to provide advanced training for practitioners in leadership positions and for those who are preparing themselves for leadership in the field.

The overall program for the degree includes courses, a comprehensive examination for students commencing the Ed.D. program after July 1, 1987, and a thesis project, and should include study in some or all of four areas of professional functioning: facilitating adult learning processes; managing adult educational systems; interrelating with the social, economic, and political context of adult education; and problem-solving and inquiry.

The program will include a minimum of eight half-courses, at least four of which shall be taken in the Department of Adult Education. The student's program normally includes course 3102H and two half-courses in research methodology.

AREAS OF CONCENTRATION

An applicant may apply to one of the following four areas of concentration. The specific concentration must be indicated on the application.

Comparative, International, and Development Education

An integrated set of courses is available for students who wish to engage in a systematic study of comparative, international, and development education. The experience and interests of faculty involved in this area of concentration permit students to study comparatively both formal and non-formal educational programs, for children and adults, as they occur in both developing and developed societies, from a variety of different theoretical perspectives. The common core is an interest in carefully studying learning, in whatever form, as it occurs in a variety of national and cultural settings, in order to better understand its sociocultural, economic, and political roles in any given society.

Students and faculty interests range from the development of educational programs and policies to deal with specific social and economic problems to the development of sounder theoretical understanding of the role of organized learning in the development of large social systems.

Available courses may be of interest to Canadian students who wish to work and live in other cultures, who wish to understand their own educational reality better by comparing it with other societies, or who wish to better understand the educational and social systems from which many learners come in our multicultural society; and to foreign students who wish to relate their studies at OISE more directly to their own societies and learning systems.

The courses and faculty most directly involved in this area of concentration are in the departments of Adult Education and Sociology in Education, and in the Higher Education Group. Responsibility for academic coordination of the specialization is within Adult Education. Faculty actively working in this area are: James Draper, Joseph Farrell, Budd Hall, Alan Thomas, and David Wilson (Adult Education); George Dei, David Livingstone, Paul Olson, and Gordon West (Sociology in Education); and Ruth Hayhoe (Higher Education Group).

Students with a strong interest in this area would ordinarily enrol in a regular degree program in Adult Education, Sociology in Education, or Higher Education, noting this as their special interest. However, some students may wish to explore the utility for them of an M.Ed. for Special Purposes. Further information regarding academic program content can be obtained from Joseph Farrell, Coordinator.

The following courses are available within this area. Those identified as "basic" are courses which students seriously interested in the area are advised to consider. Other courses provide opportunity for students to pursue specialized interests within the overall focus framework. Course numbers beginning with 11 and 31 are in Adult Education; 18 and 38 are in the Higher Education Group; 19 and 39 are in Sociology in Education.

Basic Courses
Master's Level: 1114, 1127, 1128, 1139, 1941, 1825, 1826.
Doctoral Level: 3940, 3114.

Specialization Courses
Master's Level: 1105, 1124, 1125, 1138, 1806, 1904, 1948.
Doctoral Level: 3101, 3108, 3116, 3119, 3807, 3810, 3930, 3935, 3995.

Critical Global and Community Issues

Students interested in critical issues (global and community) will find a wide range of learning opportunities within this area of concentration. These include social issues, world problems, social movements and collective action, community education, cooperative and community development, workplace and organizational democracy, media, potential futures, popular education, education for critical consciousness, teaching about global issues, and implications for one's own practice. There are also opportunities to learn conceptual and research skills, including critical skills, interpretive approaches, feminist analysis, and futures studies.

Students are free to focus on particular social concerns, such as race, class, gender, sexuality, violence, poverty, health, environment, peace, women in development, and human rights. Although faculty members cannot offer courses and expertise in all of these social concerns, the diversity of student (and faculty) interests and experiences provides a stimulating environment for dialogue and learning. In the Critical Global and Community Issues area of concentration, it is hoped that new thinking and new practices will emerge through lively exchange between scholars, activists/practitioners, and policymakers.

The following usually teach at least one course within this area of concentration: Clive Beck, James Draper, Budd Hall, Helen Lenskyj, Angela Miles, Jack Quarter, Sherene Razack, Kathleen Rockhill, Edmund Sullivan, and Allen Tough.

In addition to the usual application procedures, applicants to this area of concentration are urged to send one page describing their relevant background and interests to the Acting Coordinator: Critical Issues area of concentration, care of the Department of Adult Education.

All new and continuing students are expected to attend a focus orientation every fall.

Developing Human Resources (DHR)

Developing Human Resources is rapidly emerging as a recognized area of concentration or focus within adult education. This concentration is designed to examine concepts and to develop skills in organization development, consultation, planned change, staff development, management, and leadership training. DHR draws students from such varied organizations as business, government, labor unions, recreation agencies, voluntary associations, the media, and educational institutions.

New students in the DHR program are charged an additional fee (beyond the regular sessional fees) to provide for a special event that supports the formation of a peer learning group. Over the past few years, this additional fee has been in the range of $500–$700.

The DHR concentration is taken as part of an Adult Education program leading to the degree of M.Ed., M.A., or Ed.D. (Under special circumstances, a candidate can be accepted in the Certificate program.) Students may pursue the DHR program on a full- or part-time basis, but must fulfil the residence requirements of the particular degree program undertaken. Enrolment in the DHR program is limited to twenty new students each year.

William Alexander and Marilyn Laiken usually each teach at least one course within this area of concentration.

Specialization Courses
1117, 1118, 1119, 1130, 1135, 1140, 1141.

Related Courses
1101, 1106, 1131, 1137, 1145, 1148, 3116.

Important: In addition to the regular OISE application form, there is a supplementary application form for the DHR specialization. This form can be obtained by writing or calling the DHR Coordinator (923-6641, ext. 2240). It must be returned directly to the DHR Coordinator in the Department of Adult Education by January 15.

Teaching and Learning

The Teaching and Learning area of concentration attracts students and faculty who are interested in a wide variety of topics related to adult learning theory, adult developmental theory, and models of adult learning facilitation. Examples of topic areas of interest to faculty and students include: experiential learning, self-directed learning and change, program planning and evaluation, transformational learning, holistic learning, learning facilitation groups, adult development and maturation, aging, computer-assisted learning, and distance education. While the areas of interest are diverse, students and faculty share a common interest in improving their understanding of learning and teaching.

Faculty actively working in this area are: Barbara Burnaby, Lynn Davie, Virginia Griffin, and Alan Thomas.

Basic Courses:
Master's Level: 1101, 1106, 1108, 1110, 1113, 1116, 1125, 1137, and 1138.

Doctoral Level: 3111, 3112, 3115, 3117, 3124, and 3125.

OFF-CAMPUS COURSES

The department is currently offering some courses off-campus and by means of distance education and computer linkages in Ontario. The admission requirements are the same for the off-campus courses as for the regular campus program. Information materials for both off-campus and on-campus courses to be offered in the 1994 Summer Session and 1994/95 Regular Session for continuing students will be available from the Office of Graduate Studies on March 1.

The following courses are normally offered off-campus: 1100 Outline of Adult Education; 1101 Program Planning in Adult Education; 1103 Methods of Inquiry in Adult Education; 1116 Learning Values in Adulthood; 1133 Introduction to Qualitative Research in Adult Education; and 1137 Evaluation of Adult Education Programs. A section of 1137 will be delivered on OISE's computer conferencing system (Participate) and will include instruction in the use of computer conferencing.

Off-campus and distance-delivered courses that may be of interest to adult educators are also available through other OISE departments. Information is available from the Office of Graduate Studies.

COURSES

Although the following courses are listed in the Bulletin, not all are offered in any given year. In order to be clear regarding course offerings for the coming year, please check the OISE course schedules for appropriate sessions. These will be available at a later date from the Office of Graduate Studies.

Students are required to be present at the first meeting of all courses, unless they have made a previous arrangement with the instructor.

A course is identified with this department when the first two digits in the course number are 11 or 31. Courses at the 1100 level are generally considered introductory, while those at the 3100 level are more advanced or specialized. This does not imply, however, that doctoral students cannot receive credit for 1100-level courses, or that master's students cannot take 3100-level courses. Students are encouraged to read the Bulletin and consider any courses offered in other departments that may be relevant to their own program.

1100 F,S Outline of Adult Education

Designed to assist students to develop an understanding of and an identity with the field of adult education. Major philosophical, historical, and conceptual bases are examined; also contemporary agencies and programs, issues, and trends in the practice of adult education. It is highly recommended that all master's students enrol in 1100F,S during the first term of their program.
J. A. Draper, B. L. Hall, and A. M. Thomas

1101 F,S Program Planning in Adult Education

Introduction to the basic principles and processes of alternative theory bases for approaches to program planning in adult education. Theory bases are tested experientially in relation to the "real life" program planning for this course.
Staff

1103 F,S Methods of Inquiry in Adult Education

A critical examination of the research process. Topics will include: philosophy of science and research approaches, problem definition, development of the research question, instrument design, data collection and analysis, and presentation of findings. The seminar will consist of lectures, individual projects, and group discussion. Particular stress will be placed on the development of skills related to evidence and inference.
L. E. Davie, or staff

1105 F,S Community Education and Development

This course involves the study of a variety of perspectives in critical and community education as they relate to development and social change. Key issues in theory and practice will be examined through the study of (1) oppressed groups, (2) classic writing in popular education, community organizing, feminist and socialist education, and (3) a variety of case studies.
A. R. Miles, S. H. Razack, or staff

1106 F,S Small-Group Experience and Theory

A seminar and workshop program to study theories related to the performance of groups and of individuals within groups. Participants will have the opportunity to experience working in a group and to relate their experiences to theoretical formulations and field practice. The particular structure and focus of this course vary each time it is offered.

A special section of this course is offered to DHR students and others who are interested in the application of small-group theory to team development within organizational settings. This section is entitled "Developing High-Performing Teams."
W. E. Alexander, M. Laiken, or staff

1108 F,S Intentional Changes (Pass/Fail)

An opportunity to survey the wide variety of paths, methods, and areas that adults choose in their highly intentional change efforts and learning projects. Particular topics include personal growth, clarifying one's own paths and options, the central importance of the person, and implications for practice.
A. M. Tough, or staff

1109 F,S Parental Education for Family Living

An examination of how the family has functioned in its parenting role throughout history, with a view to understanding the current patterns of family behavior. In-depth consideration will be given to why we treat our children the way we do and what trends may be significant for the future. Attention will be given to skills and methods of working with parents. Students will share in the setting of learning objectives for the seminar and will be required to participate in the preparation and presentation of projects related to selected areas of study.

Staff

1110 F,S Basic Processes in Facilitating Adult Learning

A theoretical and experiential study of learning processes and the procedures facilitators can use in group settings to enhance the development of desired learning processes. Self-direction and an interdependent climate are emphasized. Opportunities to critique perspectives (of self and others, of learning, of knowledge, of facilitation) underlying the course and one's work are provided.

V. R. Griffin, or staff

1111 F,S Crucial Questions about the Future: Implications for Educators

An exploration of significant questions about our future and stimulating answers suggested by futurists. How important is the ongoing flourishing of human civilization? Is a positive or negative future more likely? Which world problems need the most attention: war, environment, poverty, population, governance? How can we achieve a reasonably positive future? What research and learning are required? As educators and citizens, how can each of us make a difference?

A. M. Tough, or staff

1113 F,S The Maturation Process and Adult Learning

The course offers an introductory survey of several approaches from the emerging field of adult development. The links between development and learning are explored, especially as they relate to adults' changing needs and capacities for learning thoughout life.

Staff

1114 F,S Comparative Studies in Adult Education

An exploration of adult learning in several societies, with attention given to the historic, demographic, political, and economic factors. This course introduces a number of methods of comparison particularly applicable to adult education, and provides an introduction to the field of comparative studies.

A. M. Thomas, or staff

1116 F,S,H Learning Values in Adulthood

This course examines the nature of values, the role of ideas about values in an adult's life, the adult life-cycle and its value dimensions, a values approach to adult life problems, a values "curriculum" for adults, and strategies for adult values learning in formal and informal settings.

C. M. Beck

1117 F,S Consulting Skills for Adult Educators

The purposes of this course are fourfold: (1) to explore different consulting styles; (2) to explore the stages of the consulting process; (3) to explore the models of consulting stages; (4) to emphasize the practice of consulting skills in simulated consulting situations.

Staff

1118 F,S Group Problem-Solving in Adult Education

During the first two-thirds of this course, students will focus on a modified version of Creative Problem Solving (CPS)—a semi-structured problem-

solving process that uses both left and right brain functions. Interpretations and extensions will be based on the theory of Alberto Assagioli (*Psychosynthesis*), as well as other theories of group behavior. The remainder of the course will include an examination and comparison of three or four other problem-solving strategies (e.g., delphi, force field analysis, nominal group technique). A required workshop on CPS will be given during the weekend following the third class session. The workshop will begin on Friday evening and continue to Sunday afternoon.
W. E. Alexander, or staff

1119 F Creating a Learning Organization

The course is a study of theory, research, and experience based on a view of organizations as contexts for learning and as learning systems. The course will employ a variety of learning strategies including participant and instructor presentation, organizational simulation and experiential learning, guest speakers, and field study. Students will gain an appreciation of approaches to the integration of work and learning for continuous development, the assumptions upon which action learning is built, and the centrality of developing their own critical reflection skills as agents for change.
Prerequisite: 1130F or permission of instructor.
Staff

1120 F,S Foundations of Adult Counselling

An introductory course that explains some of the concepts of human behavior from a systemic perspective. It examines issues, theories, and principles involved in the field of adult counselling. The course includes project presentations, practice, personal reflection, and a major discussion paper. It will be of interest to people practising in the counselling, academic, and health areas as well as those working with individuals in service agencies, employment centres, and community programs.
Staff

1122 F,S Practicum in Adult Education (Pass/Fail)

This course provides an opportunity, in a field setting, to enhance professional skills, knowledge, and sensitivities from practice and reflection on that practice. Students design their own practicum projects with the help of faculty, field supervisors, and other students. The weekly seminar is used to provide consulting help and content input related to field issues that arise during the course of the projects. Detailed guidelines are available from the department.
Prerequisite: Permission of instructor, obtained at least two months before the course begins.
J. Quarter, M. Laiken, or staff

1124 F,S The Planning, Implementation, and Evaluation of Occupational Training Institutions and Programs

This course will examine traditional and innovative approaches to occupational training. Both pre-service and in-service program formats will be studied. The underlying rationale, physical structure, curricular concepts and content, instructional strategies, budgetary processes, and financial arrangements of all types of training programs will be surveyed from a planning perspective. Methods of institutional and program evaluation will be studied. A case-study approach will be utilized to compare various types of programs and institutions from a cross-national perspective. The evaluations of the Colleges of Applied Arts and Technology in Ontario will be studied and compared with occupational education programs in operation elsewhere.
D. N. Wilson, or staff

1125 F,S Adult Basic Education

An examination of the problems, issues,

literature, and research relating to adult basic education and literacy in Canada and abroad; the relationship between adult literacy and poverty, social change, and community and human development.
J. A. Draper, or staff

1127 F,S Education and Social Development

This course examines the linkages between education, both formal and non-formal, and the social development of nations, with particular focus on the process of educational policy formation for both developing nations and developing sub-areas within richer nations. The course aims to acquaint students with the main competing "theories" or conceptualizations of the development process and, through examination of a representative set of recent empirical studies and "state of the art" papers, to develop an understanding of the relationships between educational activities and programs and various aspects of social development, with an overall focus on problems of social inequality. The overarching objective is to help develop a better understanding of how, in confronting a particular educational policy problem, one's own theoretical preconceptions, data about the particular jurisdiction, and comparative data about the problem at hand interact to produce a policy judgment.
J. P. Farrell, or staff

1128 F,S Comparative Education: The Development of Third World Educational Systems

This course provides opportunities to study the development of Third World educational systems from a pragmatic perspective. Students are given the opportunity to learn how to organize a country study, develop a database and/or "profile" of an educational system, and analyse aspects of national educational development. Relevant development education theories will be examined and related to actual development experience in a case-study format. A comparative perspective will enable students to relate developments in one or more nations/regions to problems in less-developed nations. Group interactions and learning are encouraged in order to share the experiences of course participants from various nations or with experience in developing nations. Participants lacking such experience, but having an interest in developing nations, are encouraged to learn from such group interactions. Methodologies for undertaking both country studies and comparative studies constitute the terminal learning objectives of this course.
D. N. Wilson, or staff

1130 F A Participant-Directed Seminar: Learning in Organizations

This course is an entry requirement for all new DHR students, to provide an orientation to the department and the DHR concentration, and to begin building the DHR group as a learning community. The course is intended for students who have a special interest in the application of adult education principles within an organizational context. Beginning with a retreat weekend, followed by seminar sessions, participants create and operate their own "learning organization." The overall purpose of this organizaiton, once it is developed, is to meet the learning needs of its members, as identified by them. A second, related purpose is to explore the dynamics and development of the learning organization, including the obstacles to organizational growth and effective functioning.

This course is open only to DHR students who have been accepted in the spring prior to the regular academic year in which the course is scheduled. Prerequisite: Permission of instructor.
M. Laiken, or staff

1131 F,S Special Topics in Adult Education

A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Regular Session and Summer Session course schedules.
Staff

1133 F,S,H Introduction to Qualitative Research in Adult Education

This course is concerned with approaches to research that use data gathered through participant observation, open-ended interviewing, biographical interviewing, or the collection of other verbal and observational data. The course provides students with an opportunity to design and conduct a research project drawing on various strategies of qualitative research.
Prerequisite: Permission of instructor.
B. J. Burnaby, or staff

1135 F,S Practicum in Organization Development (Pass/Fail)

This course provides an opportunity, within an organizational setting, to enhance professional skills and knowledge related to some aspect of Organization Development. Students and instructor identify learning objectives, select field agencies, and design learning activities to achieve the objectives. The weekly seminar is used to provide peer support and content input related to students' practicum projects. Detailed guidelines are available from the department.
Prerequisite: Permission of instructor, obtained at least two months before the course begins.
M. Laiken, or staff

1136 F,S Political Economy of Adult Education

This course critically analyses the historical and contemporary relationship of Canadian adult education programs to political and economic structures and processes. The course draws particularly from the work of Marx, Gramsci, Miles, and Freire and from the indigenous Canadian political economy tradition initiated by Innis. An essential concern of the course is to identify how adult educators can contribute to fundamental social change. The main focus is on the Canadian context, but international examples are included for comparative purposes.
B. L. Hall, or staff

1137 F,S Evaluation of Adult Education Programs

This course examines program evaluation literature and its applications to the evaluation of adult education programs. The course does not focus on measurement, but rather on questions of what should be included in an educational evaluation and how should an evaluation be structured. Seminars, simulations, and presentations by the instructor are used. Students will have an opportunity to design an evaluation proposal for a program of their choice.
L. E. Davie, D. N. Wilson, or staff

1138 F,S Social Foundations of Adult Learning

A seminar with individual investigations examining the social forces bearing upon the need for and content of adult learning. A theoretical investigation of the grounds for the provision of education throughout the life of the individual in a rapidly changing, increasingly complex society.
A. M. Thomas, or staff

1139 F,S Introduction to Comparative, International, and Development Education

This course serves as the basic core course for the Institute's graduate studies concentration in comparative, international, and development education. It focuses upon the various theoretical conceptions of the socioeconomic development process and the role of formal

and non-formal educational programs within that process. The basic purposes of the course are to introduce students to the comparative literature regarding education in advanced and developing nations, to evaluate the various ways in which comparative data may be used, and to examine the relative utility of various theoretical perspectives for understanding formal and non-formal educational policy problems common to many societies.
J. P. Farrell and D. W. Livingstone

1140 B Adult Education and Developing Human Resources

Developing Human Resources is defined in this course as the application of adult education principles in an organizational context. The course will first explore the nature of these principles. Specific dimensions of the organizational context and their relationship to adult education principles will be examined through an experiential design. Some dimensions that may be examined in depth include power and organizations, self-regulatory processes, heterarchy and hierarchy, participatory decision-making, organizational culture, principles of socio-technical design, and the concept of the Learning Organization. Open to DHR students only.
Prerequisite: Permission of instructor.
W. E. Alexander, or staff

1141 F,S Organizations and the Adult Educator: Historical and Theoretical Perspectives on Organization Development

An opportunity to gain a theoretical framework for the adult educator's work as change agent and learning consultant with organizations involved in a process of change. A range of historical and theoretical perspectives from the Industrial Revolution to emergent societal paradigm shifts will be examined, so that students can develop their own value-based conceptual frameworks. The course is designed in a resource-based mode; that is, it uses a variety of learning strategies.
M. Laiken, or staff

1142 F,S M.Ed. Comprehensive Seminar in Adult Education (Pass/Fail)

This seminar is an integral part of the department's M.Ed. comprehensive requirement and should be taken in, or as near as possible to, a student's last term of coursework. It is designed for Adult Education M.Ed. students who have chosen either the integrative-paper or the research-paper option. In the former case, the paper is intended to integrate what has been learned in diverse courses with other learning experiences in their program in order to examine systematically links between different bodies of theory and practice in the field, and to develop an intellectually coherent understanding of adult education. In the latter case, it is intended to assist students in developing a research design, formulating research questions, and overall developing a plan for undertaking and writing their research. Participants are advised to take at least one research course prior to entering the seminar.
Prerequisite: Permission of instructor.
Staff

1143 S Introduction to Feminist Perspectives on Society and Education

This course will provide students having little knowledge of feminism with an introductory overview of the basic principles of feminist analysis of society and education. It is designed for women and men who do not specialize in feminist studies but are interested in becoming acquainted with this perspective and its large implications for theory and practice. It should be especially useful for students who are facing issues of gender in their research, their work, or their personal lives and are interested

in how gender intersects with race, class, and sexuality
A. R. Miles, S. H. Razack, or staff

1144 F,S Teaching about Global Issues

How can educators help people of all ages learn about social issues, world problems, and the future? This course will examine how such learning can be fostered through classroom teaching, workshops, informal groups, self-planned learning, media, etc. Each student will focus on a particular global or social issue, such as environment, poverty, war, violence, racism, human rights, social justice, women, health, family planning, or the world's children.
A. M. Tough

1145 F Participatory Research in the Community and the Workplace

A course concerned with the theory and practice of participatory research as it has particularly been developed in adult education settings in both the community and the workplace. The course focuses on theory drawn from North American, Third World, and feminist work and from case studies in a variety of settings, and it emphasizes the collaborative production of knowledge in real-life settings.
B. L. Hall

1148 S An Introduction to Workplace and Organizational Democracy

This course provides an introduction to a series of topics related to extending democracy to the workplace and organizations. Both case studies and relevant theory will be considered. Much of the material in the course will be interdisciplinary.
J. Quarter

1149 F,S Women's Learning, Women's Health Movements, and the Health Professions

The course will investigate recent social change movements in North America and internationally that have focused on women's health, broadly defined. Various feminist analyses of women's learning and women's health will be evaluated, with particular attention to factors such as social class, race/ethnicity, and sexuality. In examining women's health and the implications for women's learning, the course will include discussions of reproduction, sexuality, violence, mental health, body image, and recreation. Community education and development initiatives in these areas will be evaluated. Finally, health professionals' responses to women's health movements, and the implications for women in the health professions, will be investigated.
H. Lenskyj

1151 F Approaches to Critical Global Community Issues

An introductory course for the students participating in the Critical Global and Community Issues area. The course is intended to provide an orientation for new students in this area to the resources in the Institute that deal with diverse critical perspectives on social change, social movements, education, and research. A critical understanding of social power relations will be highlighted in the areas of gender, class, race, and global dynamics.
E. V. Sullivan

1152 F,S,H Individual Reading and Research in Adult Education: Master's Level

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis topic proper, the study may be closely related to such a topic. Guidelines are available from the department.

3101 F,S Major Programs and Issues in Adult Education

A seminar that will examine in depth a particularly relevant issue or program

in the field of adult education. The focus for each year will be announced in the spring, via departmental publications. Subject to class decision, procedures may be a mixture of lectures, discussions, and student presentations.
A. M. Thomas, or staff

3102 H Thesis Research Seminar in Adult Education (Pass/Fail)

This seminar is designed to support the development of the Ed.D. dissertation. Emphases will depend on the needs of the students each year, but may include questions of epistemology, philosophical stance, validity, reliability, research designs, ethics, and data collection strategies. The course is designed to be taken by Ed.D. students in their year of residence, although part-time Ed.D. students may wish to take it earlier in their program if their year of residence is delayed. While helpful at any time, it is most appropriately taken concurrently with preparation of the research proposal. Support groups will be composed of students with similar research interests.
Prerequisite: One or more courses in research design.
L. E. Davie, or staff

3105 H An Examination of Mass Programs in Adult Education

An analysis of large-scale programs in adult education that are devoted to altering knowledge, attitudes, and/or skills among substantial numbers of people. Perspectives from related areas of inquiry, political science, sociology, marketing, etc. will be explored, as a means of enlarging understanding of this area of the management of learning in society.
A. M. Thomas and J. P. Farrell

3108 F,S Controversial Issues in Development Education

This is an advanced-level doctoral seminar designed to permit students to explore in considerable depth a few currently controversial issues with respect to the role of educational activities and programs in national development, with particular focus on developing nations and developing areas within richer nations. The particular issues chosen for analysis in any given year are selected by the students. Students are expected, through seminar presentations, to identify the key arguments or "positions" with reference to a controversy of interest to them, and to analyse and evaluate those positions using both relevant theory and available empirical data.
D. N. Wilson, or staff

3111 F,S Theories of Psychological Development during Adulthood

The major theories of psychological development during adulthood will be examined in terms of their origins, their primary conceptual themes, and their implications for research and practice in adult learning, teaching, and counselling.
Staff

3112 F,S Educational Gerontology

This seminar will focus on an examination of the learning processes, needs, and contexts of adults in the mid-years and older. Topics will include preretirement education, intellectual functioning in old age, family and social role changes during the later half of life, the ecology of aging and its relation to learning, and others determined by class members.
Staff

3114 F,S Methodologies for Comparing Educational Systems

This course is designed for prospective or practising researchers who wish to use comparative data in their work. Problems in both the acquisition and the use of such data will be considered. Topics will range from the practical problems of gathering data in a foreign country to the analytic tools available for analysing large volumes of data

from many countries. Particular attention will be paid to (a) the special analytical problems faced when using comparative data, and (b) the use of comparative data to test propositions and to develop theory in education.
D. N. Wilson, or staff

3115 Y Women's Learning in the Development of Critical Consciousness

Drawing upon postmodern theory, critical consciousness as an approach to feminist learning, education, and politics is explored. An emphasis is placed upon theories and voices of women "from the margins" in order to examine how women variously embody and live their social construction through race, class, and heterosexism, and how these constructions are regulated and resisted. The concept of political autobiography is used in order to critically analyse how personal experience is produced through power relationships in everyday life. Using memory-work, participants are encouraged to theorize from a range of "creative" forms of expression while exploring the discursive boundaries between artistic and academic production. Background in antiracist and/or feminist theory and practice helpful.
K. Rockhill, or staff

3116 F,S Adult Education in Cross-Cultural Contexts

Discussions relating to the impact of culture on adult learning and teaching styles; critical examination of antiracist and multicultural education combines a theoretical and experiential approach with an emphasis on contemporary issues.
B. L. Hall, or staff

3117 F,S Learning and the Law

Continuing education systems—that is, educational systems available throughout individual lifespans—are evolving rapidly in Canada. What kind of legal foundation is being created and what kind should be? What is the existing relationship between learning and the law? And what should it be? The course will use current research to identify, clarify, and analyse current legislation in Canada. Some comparisons will be made with other countries.
A. M. Thomas, or staff

3118 F,S Seminar: Contemporary Policy Issues in Continuing Education in Canada

A seminar devoted to examining planning and policy issues associated with the evolution of "continuing education" systems in Canada. Continuing education in this context is meant to include the entire formal and non-formal education system from kindergarten to advanced studies. The seminar will be conducted by three staff members—Farrell, Thomas, and Wilson—with participation from other members of the department and outside the Institute. The initial focus of attention will be on the new federal programs in human resource development.
Prerequisite: Permission of one of the instructors.
A. M. Thomas, J. P. Farrell, and D. N. Wilson

3119 F,S Global Feminist Perspectives: Adult Learning and Social Change

The course examines feminist theory and practice that is informed by a global perspective. It provides an opportunity for students to study feminist practice internationally and addresses the general principles, major challenges, and current debates in this developing global politics.
A. R. Miles, or staff

3124 F,S Advanced Seminar: Basic Processes in Facilitating Adult Learning

Building on 1110, this course focuses on the philosophy of holism and theoretical works of wholeness in a variety of fields, and examines their relevance for

adult learning. Students will develop a personal image of holistic learning.
Prerequisite: Completion of 1110F,S and permission of instructor.
V. R. Griffin, or staff

3125 F,S Continuing Education of Professional Personnel: Principles, Modes, and Problems

A critical survey of the goals, methodology, and results of institutional and self-directed programs of continuing education for professional personnel. The course will review attempts to assess the results of various programs in relation to vocational performance as well as the performance of individual and social roles.
A. M. Thomas, or staff

3126 F Education and the Global Community: Critical-Visionary Dimensions

This course considers those conditions operating in our contemporary world that are enhancing or are fragmenting the development of a "world community." Special attention will be given to the problems presented by nation states —that is, violence as a resolution to social conflicts within and between nation states. The mass media and educational institutions will be examined as contributing factors to state violence and the attendant fragmentation of efforts of community mobilization toward a global world community. A strong emphasis on global-ecology issues will be pervasive.
E. V. Sullivan, or staff

3131 F,S Special Topics in Adult Education

A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Regular Session and Summer Session course schedules.
Staff

3133 Y Qualitative Research: Implications of Feminist and Postmodern Theories for Practice

If we work from the perspective that knowledge is constructed through relationships of power, what are the implications for the production of "truth" in academic inquiry? Feminist postmodern critiques of the concepts of experience, objectivity, subjectivity, knowledge, power, and truth are considered in relation to various qualitative research methodologies. As participants conduct a small research project in the area of adult education, related problematics—such as ideology, voice, narrative and interpretive control, appropriation, (de)construction, objectification, generalization—are also considered.
Prerequisite: Permission of instructor.
K. Rockhill, or staff

3134 H Global Ecological Issues from a Community Educational Perspective

This course examines community development at both a global and grassroots level. The major focus is on ecological issues and their relation to the development of community with a strong emphasis on economic development and community-building. Alternative economic perspectives will be offered.
E. V. Sullivan

3152 F,S,H Individual Reading and Research in Adult Education: Doctoral Level

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis topic proper, the study may be closely related to such a topic. Guidelines are available from the department.

The following courses are accepted for credit in the Department of Adult Education and will satisfy that department's specialization requirements. For descriptions, see the relevant departments.

Applied Psychology
1243F Seminar in Community Psychology and Community Development: Part I (J. Quarter)

Curriculum
1377F Introduction to Transformative Learning Studies (E. V. Sullivan)

History and Philosophy of Education
1481F,S,H Worldview Education (C. M. Beck)
1489F,S,H Personal and Social Education (C. M. Beck)

APPLIED PSYCHOLOGY

Mary Alice Guttman, Ph.D. (Wisconsin)
Professor, and Chairperson of the Department
(counselling psychology; school counselling and evaluation; career theory and development; women's studies in work, education, and counselling)

Graduate Studies Academic Secretary:
Lana Stermac, Ph.D. (Toronto)
Associate Professor, and Associate Chairperson of the Department
(sexual and physical violence; child abuse; addictions; feminist psychotherapy; therapist sexual exploitation of clients)

Sabir A. Alvi, Ph.D. (Indiana)
Associate Professor
(educational and psychological testing; vocational theory and career development)

Janet W. Astington, Ph.D. (Toronto)
Assistant Professor, cross-appointed from the Institute of Child Study, Faculty of Education, University of Toronto

Carl Bereiter, Ph.D. (Wisconsin)
Professor
(cognitive processes in school learning; development of thinking abilities; instructional psychology)

Andrew J. Biemiller, Ph.D. (Cornell)
Professor, cross-appointed from the Institute of Child Study, Faculty of Education, University of Toronto

Paula J. Caplan, Ph.D. (Duke)
Professor
(psychology of women; sex roles; research methodology; children's learning and attention problems)

Ardra Cole, Ed.D. (Toronto)
Assistant Professor
(teacher development, teacher induction, and teacher socialization; qualitative research methods)

Vivian Darroch-Lozowski, Ph.D. (Alberta)
Professor
(biographical narrative; language of the arts; interpretive and imaginal thought)

Morris N. Eagle, Ph.D. (New York)
Professor
(counselling and psychotherapy; psychoanalytic theory, practice; psychopathology; memory; philosophy of mind)

Peter Gamlin, Ph.D. (Cornell)
Professor, cross-appointed to OISE Midnorthern/Northeastern Centre
(dynamic/interactive educational assessment and instruction; aboriginal studies)

Esther Geva, Ph.D. (Toronto)
Associate Professor, cross-appointed to Curriculum
(cognitive and linguistic processes in normally achieving and in learning disabled children; reading processes in first and second language; learning disabilities in second-language contexts; research design and evaluation)

David Hunt, Ph.D. (Ohio State)
Professor
(professional renewal; practitioners' experienced knowledge; practice–theory relations)

Anne Jordan, Ph.D. (Toronto)
Associate Professor, cross-appointed from Curriculum

Daniel Keating, Ph.D. (Johns Hopkins)
Professor
(cognitive processes in developmental and individual differences; gifted and talented children; critical thinking in adolescents)

John R. Kershner, Ph.D. (Toronto)
Professor
(neuropsychology of learning disabilities and brain–behavior relationships; hemispheric specialization and the control of attention in information processing; research design and evaluation)

Marc Lewis, Ph.D. (Toronto)
Assistant Professor
(cognitive development; emotional development; cognition–emotion interactions in development)

Peter Lindsay, Ph.D. (Toronto)
Associate Professor, cross-appointed to Curriculum and to the McLuhan Program in Culture and Technology, University of Toronto
(information-processing models of memory and language acquisition; computer applications to the education of exceptional children and adults)

Solveiga Miezitis, Ph.D. (Toronto)
Professor
(school psychology; models of service delivery; preventive practices and dynamics of change; social–emotional relationships and depression in schools; ethnic identity development)

Carol R. Musselman, Ph.D. (Michigan)
Associate Professor, cross-appointed to the Department of Speech Pathology, University of Toronto
(education of children with communication disorders; linguistic and social development of deaf children and adolescents)

Keith Oatley, Ph.D. (London)
Professor
(cognition and emotion; human–computer interaction; psychology of narrative literature)

David R. Olson, Ph.D. (Alberta)
Professor, cross-appointed to the Department of Linguistics and to the McLuhan Program in Culture and Technology, University of Toronto; and Head, Centre for Applied Cognitive Science
(language development; cognitive development; theory of instruction)

Niva Piran, Ph.D. (Texas)
Associate Professor
(psychotherapy process and outcome research; prevention interventions; body image and eating disorders; female development; psychodynamic psychotherapy; projective testing)

Jack Quarter, Ph.D. (Toronto)
Professor, cross-appointed from Adult Education

Barry Schneider, Ph.D. (Toronto)
Associate Professor
(social skills assessment and training; family and school factors in children's social development; school-based mental health promotion; attention and behavior disorders)

Margaret S. Schneider, Ph.D. (York)
Assistant Professor
(community psychology; human sexuality; research methodology; feminist issues)

Uri Shafrir, Ph.D. (York)
Assistant Professor
(affective processes; adults with learning disabilities; computer-based assessment and programming for exceptional children)

Linda Siegel, Ph.D. (Yale)
Professor, cross-appointed to Curriculum

(the study of cognitive processes in children with learning disabilities; the early detection of learning disabilities; issues in psychoeducational assessment)

Harry Silverman, Ph.D. (London)
Associate Professor
(principles of educational assessment; cognitive education and modifiability; issues in special education; service and delivery models)

Keith E. Stanovich, Ph.D. (Michigan)
Professor, cross-appointed to Curriculum
(basic processes in reading; reading disabilities; the cognitive consequences of literacy; information-processing models of reading; cognitive science; critical thinking)

Edmund V. Sullivan, Ph.D. (Syracuse)
Professor, cross-appointed from Curriculum

Otto Weininger, Ph.D. (Toronto)
Professor
(Melanie Klein and object relations theory and psychoanalysis; techniques of diagnosis and psychotherapy; attachment theory and subsequent developmental processes; play theory and research; early childhood education)

Judith Wiener, Ph.D. (Michigan)
Associate Professor
(social and affective development of children, adolescents, and adults with learning disabilities and other exceptionalities; psychoeducational assessment; classroom-based counselling approaches)

Dale M. Willows, Ph.D. (Waterloo)
Associate Professor, cross-appointed to Curriculum
(basic processes in reading; reading disabilities; classroom reading instruction; assessment and remediation approaches to reading difficulties)

Jeri D. Wine, Ph.D. (Waterloo)
Professor
(feminist counselling and psychotherapy; community psychology; feminist perspectives on social interaction and human relationship)

CROSS-APPOINTED FROM THE OFFICE OF FIELD SERVICES AND RESEARCH:

J. R. Bruce Cassie, Ph.D. (State University of New York at Buffalo)
Project Director, OISE Midnorthern/Northeastern Centre
(career and personal counselling therapy and practice; curriculum development, implementation, and evaluation; problem-solving/inquiry skills; employee training and development)

ASSOCIATED INSTRUCTORS:

Ester Cole, Ph.D. (Toronto)
Senior Psychologist, Toronto Board of Education

Esther Geicer, Ph.D. (Toronto)
Psychologist—private practice

Thomas W. Humphries, Ph.D. (Northwestern)
Director, Child Development Clinic, Hospital for Sick Children, Toronto, seconded to OISE

Nina Josefowitz, Ph.D. (Toronto)
Psychologist Consultant, Atkinson Counselling Centre, York University

Patrick Lee, Ph.D. (Syracuse)
Professor Emeritus, Teachers College, Columbia University

Sharon Marcovitch, Ph.D. (York)
Co-director, Developmental Evaluation Unit, Hospital for Sick Children, Toronto, and OISE internship supervisor

Frederick Mathews, Ph.D. (Toronto)
Community Psychologist/Manager of Community Support Programs, Central Toronto Youth Services

Dona Matthews, Ph.D. (Toronto)
Social Sciences and Humanities Research Council of Canada Postdoctoral Fellow in the department

Edward Meade, Ed.D. (Toronto)
Executive Director, Markham-Stouffville Family Life Centre, Markham

Mary Morris, Ph.D. (Toronto)
Psychologist—private practice

Rudolph L. Philipp, Ph.D. (Queen's)
Psychologist—private practice

Nathan Pollock, Ph.D. (Toronto)
Psychologist—private practice

Dennis Raphael, Ph.D. (Toronto)
Associate Professor, Department of Behavioural Science, Faculty of Medicine, University of Toronto

Margo Rivera, Ph.D. (Toronto)
Psychologist—private practice

Marsha Rothstein, Ed.D. (Toronto)
Psychologist—private practice

Eva Szekely, Ed.D. (Toronto)
Psychologist/Coordinator of Services to Psychiatry, Centenary Health Centre, Scarborough, and OISE internship supervisor

Ronald E. Warner, Ed.D. (Toronto)
Counsellor, Centre for Student Development and Counselling, Ryerson Polytechnical Institute

Peter Waxer, Ph.D. (York)
Associate Profesor, Department of Psychology, York University

Gary Woodill, Ed.D. (Toronto)
Instructor, School of Early Childhood Education, Ryerson Polytechnical Institute

INTERNSHIP SUPERVISORS:

Judith A. Silver, Ph.D. (Toronto)
Director, OISE Psychoeducational Clinic, and Coordinator of Internship & Counselling Services, Department of Applied Psychology, OISE

Richard Allon, Ph.D. (Case Western Reserve)
Consulting Psychologist, East End Health Services, Toronto

William J. Ammons, Ph.D. (Toronto)
Clinical Supervisor, Oshawa & District Family Court Clinic

Alan Bardikoff, Ed.D. (Toronto)
Psychologist, Toronto East General Hospital

Andrew J. Biemiller, Ph.D. (Cornell)
Professor, Institute of Child Study, Faculty of Education, University of Toronto

Arthur Caspary, Ph.D. (Waterloo)
Staff Psychologist, C. M. Hincks Treatment Centre, Toronto

Theresa Casteels-Reis, Ed.D (Toronto)
Psychologist, Counselling Services, University of Waterloo

Vaughan Church, Ph.D. (Emory)
Senior Psychologist, Queen Street Mental Health Centre, Toronto

Melvyn Davine, Ph.D. (Queen's)
Senior Psychologist, Paediatric Psychology Service, North York General Hospital

Robert Deutsch, Ph.D. (McMaster)
Consulting Psychologist, Counselling & Development Centre, York University

Lyle Eide, Ph.D. (North Dakota)
Professor, Consulting Service, University of Manitoba

Norman Forman, Ed.D. (Rutgers)
Co-Executive Director, Georgian Family Life Centre, Sutton West

Michael Gadon, Ed.D. (Toronto)
Psychologist, Occupational Recovery Programme, Downsview Rehabilitation Centre, Downsview

David Graham, Ph.D. (Toronto)
Director, Counselling and Learning Skills Service, University of Toronto

Ross Gray, Ph.D. (Toronto)
Psychologist, Biobehavioural Unit, Sunnybrook Hospital, Toronto

Ursula Kasperowski, Ed.D. (Toronto)
Psychologist, Queen Street Mental Health Centre, Toronto

Sarah Maddocks, Ph.D. (Queen's)
Psychologist, Women's College Hospital, Toronto

Bernice Mandelcorn, Ph.D. (McGill)
Director, Mandelcorn Centre, Toronto

Donald Meichenbaum, Ph.D. (Illinois)
Professor, Department of Psychology, University of Waterloo

Joseph Regan, Ph.D. (Toronto)
Psychologist, St. Michael's Hospital, Toronto

Brian Ridgeley, Ph.D. (Windsor)
Director of Psychology, Sunnybrook Hospital, Toronto

Martha Sanchez-Craig, Ph.D. (Toronto)
Senior Scientist, Social Evaluation Research Department, Addiction Research Foundation, Toronto

Michael Schwartz, Ph.D. (Toronto)
Psychologist, Child & Family Clinic, Scarborough General Hospital

Karen Solomon, Ph.D. (Toronto)
Staff Psychologist, Counselling & Development Centre, York University

Robert Stephens, Ph.D. (York)
Psychologist, Wellesley Hospital, Toronto

Lenka Walter, Ph.D. (Charles University, Prague)
Senior Psychometrist, Queen Street Mental Health Centre, Toronto

Peter Waxer, Ph.D. (York)
Psychologist, Counselling & Development Centre, York University

Marjorie Whitney, Ph.D. (York)
Head of Adult Services, Psychology Department, North York General Hospital, North York

John L. Williams, Ph.D. (Missouri)
Psychologist, Counselling Services, University of Waterloo

Brent Willock, Ph.D. (Michigan)
Chief Psychologist, C. M. Hincks Treatment Centre, Toronto

Donald Young, Ph.D./Ed.D. (Toronto)
Psychologist and Clinical Supervisor, Queen Street Mental Health Centre, Toronto

Kenneth Zucker, Ph.D. (Toronto)
Psychologist, Child & Family Studies Centre, Clarke Institute of Psychiatry, Toronto

Deborah Zweig, Ph.D. (Minnesota)
Psychologist, York Central Hospital, Richmond Hill

PROFESSORS EMERITI

David S. Abbey, Ph.D. (Toronto)
David W. Brison, Ed.D. (Illinois)
Clifford M. Christensen, Ph.D. (Minnesota)
Malcolm Garber, Ph.D. (Southern California)
Kent Henderson, Ph.D. (Toronto)
Robert B. MacIntyre, Ph.D. (George Peabody)
Larry E. Pass, Ph.D. (Alberta)
Ellen M. Regan, Ed.D. (State University of New York at Albany)
Dorothy Shipe, Ph.D. (George Peabody)
John C. Weiser, Ed.D. (Missouri)
Aaron Wolfgang, Ph.D. (Oklahoma)

PROGRAMS

Please direct inquiries for this department to the Academic Secretary of the department.

The Department of Applied Psychology offers the following degree programs in its three divisions:
—Educational Psychology: M.Ed. and Ed.D. programs with a focus on Teaching; M.A. and Ph.D. programs with a focus on Applied Cognitive Science
—Counselling Psychology: M.Ed. and Ed.D. programs
—School Psychology: M.A. and Ph.D. programs, plus M.Ed., M.A., Ed.D., and Ph.D. programs with a focus on Early Childhood and M.Ed., M.A., Ed.D., and Ph.D. programs with a focus on Applied Developmental Psychology.

The Department of Applied Psychology does not ordinarily consider applications for admission to degree programs commencing in January.

ADMISSION REQUIREMENTS

Basic admission requirements for all degree programs are outlined in the "General Requirements for Admission and Degrees" section of this Bulletin; see the respective subsections pertaining to each degree program.

In addition to the general requirements, some of the programs in this department will have specific requirements relative to the nature and length of the program. Any such requirements will be found with the description of the programs listed below. Applicants should always consult the basic admission requirements in the "General Requirements" section as well as the special requirements for the program of their particular interest. MAT and GRE scores are not required for admission to any of the programs in Applied Psychology.

Although the minimum requirement for admission is mid-B standing in undergraduate study, students normally need a higher academic standing to compete effectively with the large number of good applicants to be considered. Given the limited number of students this department may accept into the majority of its programs, not all eligible students can be admitted. Program admission committees reserve the right to determine which applicants will be admitted to their program (see items 2(b) and 3 on the page opposite the Contents page of this Bulletin).

Application materials are obtainable from the Office of Graduate Studies. For further information, see the "Application for Admission" section of this Bulletin.

Normally, students apply to one specialization, but under certain circumstances a student may apply for two specializations in any two divisions in the Department of Applied Psychology. Students applying to more than one specialization should clearly designate the specializations and the order of preference. Applications will not be reviewed until this information is provided.

An applicant's file must be complete before it can be reviewed by the department. Applicants are advised to check with either the Office of Graduate Studies or the department to ensure that their file is complete.

PROGRAM REQUIREMENTS

All the programs in Applied Psychology adhere to the guidelines as outlined in the "General Requirements for Admission and Degrees" section of this Bulletin with these exceptions: The M.A. in School and Child-Clinical Psychology is a two-year program after a four-year degree in psychology. The M.Ed. in Counselling Psychology (B) requires a four-year degree in psychology and full-time residence in the program. The Ed.D. in Counselling Psychology (B) requires two years of full-time study.

Courses of study are arranged in consultation with a faculty advisor after admission and will take into account not only the requirements listed in the "General Requirements" section but the student's background and individual needs, as well as the particular demands of the specialization.

THE ONTARIO BOARD OF EXAMINERS IN PSYCHOLOGY AND PREPARATION FOR PROFESSIONAL PRACTICE

Students whose plans include preparation for professional practice in psychology should note the following:

1. Professional practice of psychology in Ontario is regulated by the Ontario Board of Examiners in Psychology (OBEP).
2. Only certain programs in the Department of Applied Psychology are intended to meet the academic requirements for registration as a Psychologist contained in OBEP's guidelines:

—Ed.D. Counselling Psychology (B)
—Ph.D. Early Childhood
—Ph.D. School and Child-Clinical Psychology
—Ph.D. Applied Developmental Psychology (B).

A requirement for admission to these programs is an M.A. degree in applied psychology or an M.Ed. in Counselling Psychology (A) or (B) after a four-year undergraduate degree in psychology or the equivalent.

3. Only certain programs in the Department of Applied Psychology are intended to meet the academic requirements for registration as a Psychological Associate contained in OBEP's guidelines:

—M.Ed. Counselling Psychology (B)
—M.A. School and Child-Clinical Psychology
—M.A. Applied Developmental Psychology (B).

For further information on registration as a Psychologist or Psychological Associate, contact:

The Registrar, Ontario Board of Examiners in Psychology
Suite 201, 1246 Yonge Street
Toronto, Ontario M4T 1W5
Tel: (416) 961-8817

The Department of Applied Psychology wishes to draw your attention to a policy statement by the Ontario Board of Examiners in Psychology regarding independent practice by any psychology student for a fee:

"By reason of their academic affiliations, students in psychology may incorrectly be presumed by the public to possess mature professional skills. In the view of the Board of Examiners, a serious question of good professional judgment may well be raised in the examination of those candidates for registration who have engaged in independent practice prior to their doctorate and permanent registration."

COMPREHENSIVE EXAMINATIONS

Ph.D. candidates in Educational Psychology and School Psychology, and Ed.D. candidates in Counselling Psychology (B) programs and Early Childhood, will be required to undertake comprehensive departmental examinations to cover their general psychology knowledge as well as their individual specialization.

EDUCATIONAL PSYCHOLOGY DIVISION

The M.A. and Ph.D. programs in Educational Psychology focus on applied cognitive science. The M.Ed. and Ed.D. programs focus on the psychology of teaching.

MASTER OF EDUCATION:
Focus on Teaching

This program emphasizes the teaching/learning process, and is intended primarily for educational practitioners wishing to reflect on and improve their classroom teaching.

Admission Requirements
(a) an undergraduate degree from the University of Toronto, or an equivalent degree, with mid-B standing or better;
(b) at least two years of professional experience.

Program of Study
Those admitted are expected to take at least four half-courses in the Department of Applied Psychology. Some students may pursue their degree under Option I, but students who anticipate possible admission to the Ed.D. in Teaching will be required to study under Option II. The program (which may be undertaken on a full- or part-time basis) should be arranged in consultation with the student's faculty advisor.

MASTER OF ARTS:
Focus on Applied Cognitive Science

The emphasis of the program is on conducting original research on human cognition in relation to educational concerns. An apprenticeship approach is favored. Students are expected to become closely involved in the research of one or more of the members of the Centre for Applied Cognitive Science. (See "Interdepartmental Specializations" section for description and list of current members.) There is sufficient latitude that students may pursue programs oriented toward academic careers, research in applied settings, or careers in educational technology.

Admission Requirements
Normally, a University of Toronto four-year undergraduate degree in psychology, or its equivalent, with mid-B standing or better. Graduates with a three-year undergraduate degree must take a fourth year of relevant study before applying to this M.A. program.

Applicants with a four-year undergraduate degree in cognitive science, computer science, or linguistics, who are interested in careers in research, university teaching, administration, and related activities, are also eligible to apply for admission. However, it should be noted that for such students clinical internships or practica within the department may not be undertaken, and transfer to programs within the department that lead to registration as a Psychologist will not be permitted.

Program of Study
(a) six half-courses;
(b) a thesis.

Residence Requirement
One year of full-time study. (See definition in "General Information" section.)

DOCTOR OF EDUCATION: Focus on Teaching

This program is designed primarily for persons who wish to develop their professional expertise by becoming familiar with psychological theory, research, and techniques related to educational practices. Graduates of this program will be prepared to assume positions as faculty members in schools, colleges, and institutes of education; to work with school systems as coordinators of research or as consultants in areas of educational psychology; or to act as specialists in in-service training and as staff members in agencies offering psychological services. In accordance with these goals, the program is designed to meld theoretical grounding with practical application. Graduates of this program will be able to translate school-based problems into programs of research and development affecting educational practices.

Students also have the option of organizing their program with some emphasis on multicultural studies. Consult the Department of Applied Psychology for guidelines about specific course offerings.

Admission Requirements

(a) a University of Toronto M.Ed. degree with specialization in Teaching, or the equivalent, with B+ standing or better;

(b) if accepted, a Qualifying Research Paper, to be successfully completed before registration in the program.

Program of Study

(a) a minimum of eight half-courses, four of which must be in Applied Psychology;

(b) a thesis.

Residence Requirement

One year of full-time study. (See definition in "General Information" section.)

Teaching with an Emphasis in Multicultural Studies

Students interested in combining their interests in teaching and multiculturalism at a doctoral level may do so by entering the Ed.D. in Teaching and focusing on multicultural studies. Eight half-courses are required, plus a thesis.

DOCTOR OF PHILOSOPHY: Focus on Applied Cognitive Science

The emphasis of the program is on conducting original research on human cognition in relation to educational concerns. An apprenticeship approach is favored. Students are expected to become closely involved in the research of one or more of the members of the Centre for Applied Cognitive Science. (See "Interdepartmental Specializations" section for description and list of current members.) There is sufficient latitude that students may pursue programs oriented toward academic careers, research in applied settings, or careers in educational technology.

Admission Requirements

A University of Toronto M.A. degree with specialization in Applied Cognitive Science, or the equivalent, with B+ standing or better. Applicants who hold other than the above degree must submit a copy of their thesis, if applicable, or a paper that represents their best work.

Program of Study

(a) a minimum of six new half-courses, four of which must be in Applied Cognitive Science and will constitute the major. Also one minor subject comprising two half-courses or equivalent, which may be taken in another graduate department of the University of Toronto;

(b) a comprehensive examination;

(c) a thesis.

Residence Requirement
A minimum of two years of full-time study. (See definition in "General Information" section.)

COUNSELLING PSYCHOLOGY DIVISION

Applicants contemplating an M.Ed. program related to counselling should note that there are three alternative programs described below; they should consider each in relation to their own areas of interest. Note also that there are two Ed.D. programs.

MASTER OF EDUCATION IN GUIDANCE AND COUNSELLING

The purpose of this program is to help meet the need for well-prepared practitioners in the field of guidance and counselling in the schools. Therefore, strong preference for admission to this program is given to teachers with experience who are interested in specializing in guidance and counselling in the schools. Students completing the M.Ed. degree in Guidance and Counselling may have their degree credited toward Parts I and II of the Ontario Ministry of Education's Specialist Certificate in Guidance. Further information may be obtained from:

The Registrar, Services Section
Ministry of Education, 18th floor
Mowat Block, Queen's Park
Toronto, Ontario M7A 1L4

People interested in counselling who are not experienced teachers, or who are not primarily concerned with eventually obtaining a position in a school, but who have appropriate related experience, may apply for an M.Ed. program in Counselling Psychology (A).

Admission Requirements
(a) an undergraduate degree from the University of Toronto, or an equivalent degree, with mid-B standing or better;
(b) teacher certification;
(c) at least one year of teaching experience.

In addition to the general requirements listed above, admission to the M.Ed. program with specialization in Guidance and Counselling ordinarily requires a background as follows:
(a) a course in child and/or adolescent development and two additional courses in the social sciences, one of which must be beyond the introductory level;
or
(b) satisfactory completion of a program of qualifying work at the Institute. This program will ordinarily include a half-course in child and adolescent development (1201F,S,H) and one additional half-course in Applied Psychology;
or
(c) the Ontario Specialist Certificate in Guidance.

Program of Study
Candidates may pursue this program on a full- or part-time basis.

Applicants to the M.Ed. in Guidance and Counselling must elect Option I (ten half-courses plus a comprehensive examination). However, midway through the program, a student may, after consulting with *and* obtaining signed permission from a faculty advisor, elect to complete Option II (eight half-courses plus a research paper).

The program, planned by the student in consultation with the faculty advisor, cannot be reduced because of guidance certificates held. Within the four half-courses required in Applied Psychology every program must include counselling theory and a practicum experience.

Students are advised to check prerequisites for each course before selecting their program. Prerequisites are listed with the course descriptions.

MASTER OF EDUCATION IN COUNSELLING PSYCHOLOGY (A)

The primary purpose of this program is to provide individuals with the opportunity to learn and develop counselling skills appropriate for a variety of work settings. Students will be encouraged to develop their courses and practicum learning experiences to suit their own goals. Examples of the type of goals for which suitable programs could be developed are adult counselling, college and university counselling centres, career counselling, geriatrics counselling, multicultural counselling, and community mental health centres.

Admission Requirements

(a) an undergraduate degree from the University of Toronto, or an equivalent degree, with mid-B standing or better in the final year if pursued on a full-time basis, or mid-B in the five most recent and most senior full course equivalents if the degree was pursued on a part-time basis;

(b) at least one year of relevant experience.

Program of Study

Applicants to Counselling Psychology (A) usually will complete Option I (ten half-courses plus a comprehensive examination). However, midway through the program, a student may, after consulting with *and* obtaining signed permission from a faculty advisor, elect to complete Option II (eight half-courses plus an extensive research paper). Individual programs will be worked out by the student in consultation with a faculty advisor. Within the four half-courses required in Applied Psychology every program will contain counselling theory and a practicum. In addition, it is highly recommended that Option II students take an appropriate course in research methodology in consultation with the research paper supervisor.

Students who complete this program and who possess a four-year undergraduate degree in psychology may apply for admission to the Ed.D. in Counselling Psychology either for Educational Settings (A) or for Psychological Settings (B). In the case of the latter, however, the M.Ed. degree must have been pursued on a full-time basis.

MASTER OF EDUCATION IN COUNSELLING PSYCHOLOGY (B)

This program is limited to applicants who have a four-year undergraduate degree in psychology and who are interested in working in careers in psychological services. The M.Ed. (B) program is designed to meet the academic requirements for OBEP registration as a Psychological Associate, as well as to meet the needs of students who plan to apply to continue their studies through the Ed.D. in Counselling Psychology for Psychological Settings (B) program. (See the Ed.D. (B) program below.) However, admission to the M.Ed. (B) does not guarantee admission to the Ed.D. (B).

Please note: The M.Ed. (B), together with the Ed.D. (B) in Counselling Psychology for Psychological Settings, is designed to meet the academic requirements for OBEP registration as a Psychologist.

Admission Requirement

A University of Toronto four-year undergraduate degree in psychology, or an equivalent degree, with mid-B standing or better.

Program of Study

The M.Ed. degree program in Counselling Psychology (B) will be pursued under the Institute's Option II (eight half-courses plus a research project/

paper). The research project/paper will be under the supervision of the student's faculty advisor. Students will plan their program in consultation with the faculty advisor. Every program will include counselling theory and practicum, which will constitute at least the equivalent of four half-courses in Counselling Psychology. In addition, it is highly recommended that students take an appropriate course in research methodology in consultation with the research paper supervisor.

Residence Requirements
Residence is required from September to April, which represents the Regular Session. (See definition of residence in "General Information" section.) Normally six half-courses are taken during this period. The remaining two half-courses can be undertaken on a full- or part-time basis.

DOCTOR OF EDUCATION

Counselling is an educational process aimed at helping individuals develop the skills and insights appropriate to increased interpersonal effectiveness and self-satisfaction. While considerable specialization of approach is possible within these programs, students are required to develop a familiarity with the general literature in educational counselling and psychotherapy and to acquire competence with a variety of assessment and intervention approaches.

There are two options at this level—the Ed.D. in Counselling Psychology for Educational Settings (A) and the Ed.D. in Counselling Psychology for Psychological Settings (B). They are distinguished from one another principally on the basis of the requirements for admission and the nature of the positions for which graduates will be prepared. The students attracted to each will differ significantly in terms of their backgrounds and interests; the options themselves, while centring on a common core of counselling courses, allow specialization in areas related to program development, coordination, and consultation or to the provision of an advanced level of counselling services to individuals.

Ed.D. in Counselling Psychology for Educational Settings (A)

Counsellor training in this option emphasizes, in addition to the advanced study of counselling theory and practice, the consideration of the role of the counsellor in the educational system, the acquisition of effective supervisory and consultative skills, and the development and assessment of student counselling services. Graduates of this program will be prepared to take leadership positions in the field of educational counselling, as educators in colleges and institutes of education, as directors and coordinators of school guidance programs, as specialists in the provision of counselling-related in-service training for school personnel, and as providers of advanced levels of personal counselling to school, college, and related populations.

This option will be especially attractive to individuals who have demonstrated a career commitment to the provision of guidance and counselling services in an educational setting. Students also have the option of organizing their program with some emphasis on multicultural studies. Consult the Department of Applied Psychology for guidelines about specific course offerings.

Admission Requirements
In addition to those requirements for admission to the Doctor of Education programs found in the "General Requirements" section, the Department of Applied Psychology specifies the following:
(a) The applicant must normally hold

an M.Ed. degree with specialization in Counselling Psychology (A) or (B) or in Guidance and Counselling from the University of Toronto, or an equivalent degree, with B+ standing or better.

(b) The applicant must normally have had successful professional experience as a counsellor in an educational setting or in a related position.

(c) Applicants who hold an M.Ed. or other non-thesis master's degree must submit evidence of ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigorous manner. Examples of such evidence include a high-quality project report or a Qualifying Research Paper.

Program of Study

Students will plan their programs in consultation with a faculty advisor. All students are required to take courses related to the development of competence in counselling theory and practice and to the development of research skills. Students are required to take at least eight half-courses, five of which must be in Counselling Psychology.

Residence Requirements

Each student must remain in residence at OISE for one full year, and in addition serve a period of internship in an appropriate setting. Students may enrol on a part-time basis prior to their year of residence, and are encouraged to enter the year of residence within two years of admission to the program.

Internship Requirements

The internship is normally undertaken at the school or other place of employment from which the student has taken a leave for the year of residence. Other arrangements may be made in unusual circumstances. All internship arrangements must be made in consultation with the Coordinator of Internship and Counselling Services in the Department of Applied Psychology. While interning, students must undertake specific projects and seminars chosen in consultation with their faculty advisor.

Thesis

All students must develop, complete, and defend in an oral examination a doctoral dissertation. The content of such dissertation research may address theoretical issues applicable to counselling concerns and practice, relate to the development of programs in a variety of educational or applied settings, or in some other way contribute to the development and practice of counselling psychology.

Ed.D. in Counselling Psychology for Psychological Settings (B)

The principal emphasis in this option is on the development of an advanced level of the counselling and assessment skills appropriate to an understanding of individuals and the tactics for bringing about appropriate change in their behavior and in their lives. In addition, students are expected to acquire the ability to consult appropriately with other professionals in the community, to plan and evaluate programs for the delivery of counselling and related services, and to design and carry out counselling-related research. Graduates of the program will be prepared to assume a variety of positions in education and in the community, including faculty positions in counsellor training programs, professional positions in agencies offering psychological services, and counselling positions on the staff of university or college counselling centres.

Admission Requirements

The Department of Applied Psychology specifies the following:

(a) a four-year undergraduate degree in psychology from the University of Toronto, or an equivalent undergraduate

degree with at least six full psychology courses;
(b) normally, an M.Ed. degree with specialization in Counselling Psychology (A) or (B) from the University of Toronto, or an equivalent degree, with B+ standing or better. Students who have the equivalent course requirements but lack the internship requirement of the M.Ed. (B) program may be admitted under the condition that this requirement will be included in the doctoral program;
Applicants who hold an appropriate master's degree in psychology or a closely related area may be admitted to the Ed.D. (B) program. Applicants who hold an M.Ed. (B) or other non-thesis master's degree must submit evidence of ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigorous manner. Examples of such evidence include a high-quality project report or a Qualifying Research Paper.

Program of Study
Students will plan their individual programs in consultation with a faculty advisor.

Five areas of essential content for a professional training program in counselling psychology have been specified by the Counselling staff: counselling and psychotherapy, assessment, statistics and research design, psychometrics, and ethics and professional issues. The courses covering these areas are required.

If a student has completed the M.Ed. (B) degree, eight half-courses will be required.

Students must take at least the equivalent of five half-courses in Counselling Psychology.

Residence Requirements
A two-year residency is required of students entering the Ed.D. (B) program.

Internship Requirements
All students are required to participate in three units of internship experience, each unit comprising 400–500 hours of supervised experience accumulated part-time during the academic year or full-time during the summer. One unit may be waived on the basis of previous experience. Students entering the Ed.D. (B) program will undertake their first internship during their first year in residence. All internship arrangements must be made in consultation with the Coordinator of Internship and Counselling Services in the Department of Applied Psychology. Students should plan to contact the Coordinator by May 15 in order to arrange the best match between student needs and field placement availability.

Thesis
All students must develop, complete, and defend in an oral examination a doctoral dissertation. The content of such dissertation research may address theoretical issues applicable to counselling concerns and practice, relate to the development of programs in a variety of educational or applied settings, or in some other way contribute to the development and practice of counselling psychology.

Examinations
In addition to normal course requirements, students will be examined systematically in general psychology and in professional psychology. The examination will normally be taken during the second year of residence. The section on general psychology will require that the student demonstrate an understanding of the underlying principles and basic knowledge in counselling-relevant sections of each of four areas of general

psychology: the biological bases of behavior, the social bases of behavior, the cognitive/affective bases of behavior, and individual differences. A reading list defining the required areas of knowledge is available.

The section on professional psychology is a comprehensive examination in the five areas of professional training: counselling and psychotherapy, assessment, statistics and research design, psychometrics, and ethics and professional issues.

SCHOOL PSYCHOLOGY DIVISION

The School Psychology Division offers programs in three focus areas: School and Child-Clinical Psychology; Early Childhood; and Applied Developmental Psychology.

FOCUS ON SCHOOL AND CHILD-CLINICAL PSYCHOLOGY

MASTER OF ARTS

The School and Child-Clinical Psychology programs offer the M.A. and Ph.D. degrees. Both provide theoretical and professional training in preparation for psychological work with children in schools, clinics, and research settings. The programs are designed to guide the student from a general grounding in this area of psychology to more intensive training in such areas as assessment and psychotherapy with children, school consultation, prevention, the psychology of exceptional learners, and early childhood applications.

Admission Requirements
Admission to the two-year M.A. program normally requires a preparation equivalent to the University of Toronto four-year undergraduate degree in psychology with a B+ average or better. Those with a three-year undergraduate degree in psychology must take a fourth year of relevant study before applying to the M.A. program.

Program of Study
The M.A. program requires the completion of twelve half-courses and the submission of a satisfactory master's thesis. These courses include practicum components in both the first and second years, which consist of field practica one day per week plus course-related practice in assessment. Courses in the following areas are required: ethics; psychopathology; child development; intervention in school psychology; psychological assessment; research methods; and cognitive/affective or social foundations. An additional two half-courses are elective.

The program planning committee will annually prepare a list of the courses that may be used in fulfilment of these requirements.

DOCTOR OF PHILOSOPHY

Like the master's program above, this program is intended to prepare the student for psychological work with children in schools, clinics, and research settings. Graduates of this program would assume positions of greater professional and administrative responsibility than would graduates of the master's program. They would be engaged in activities that put a premium on the knowledge of psychological principles and the ability to use them in a systematic way.

Admission Requirements
Students intending to proceed to the doctoral degree should normally enter with the University of Toronto four-year undergraduate degree in psychology or equivalent, and with the two-year M.A. (School and Child-Clinical Psychology) described above, completed with a B+ average or better. However, a limited number of outstanding stu-

dents holding an appropriate master's degree in psychology from elsewhere may be admitted to a two-year doctoral program.

A student accepted into the Ph.D. program having already earned from another university a master's degree in applied psychology that is not considered to be equivalent to the M.A. (School and Child-Clinical Psychology) program will be required to take a three-year doctoral program with a minimum of twelve half-courses. The first year will be designed individually to provide the student with training equivalent to that received by our own students in their two-year M.A. program.

Program of Study
Students entering a two-year Ph.D. will be required to complete a minimum of eight half-courses and an internship placement. The internship requirement is 2000 hours at an approved training centre—either a full-time placement for one year or a half-time placement for two years. The course requirements are as follows:
(a) three approved half-courses in psychological assessment and intervention;
(b) a two half-course minor;
(c) one half-course in cognitive/affective and social foundations, in the area *not* selected for master's degree requirements;
(d) one half-course in central nervous system processing and learning;
(e) one half-course in history and systems of psychology.

The program planning committee will annually prepare a list of the courses that may be used in fulfilment of these requirements. *Note that not every course is offered every year.*

Students whose master's-level electives would satisfy doctoral requirements may substitute electives accordingly.

In addition, all students proceeding to a Ph.D. degree in School and Child-Clinical Psychology are required to complete a dissertation. Comprehensive examinations in core areas of psychology and professional specialization are also required.

FOCUS ON EARLY CHILDHOOD

MASTER OF EDUCATION

The program will be of interest to those who are seeking careers in research, university and community college teaching, administration, and related activities.

Students entering this program will have had experience as teachers and/or early childhood specialists. The aim of the program is to increase the students' understanding in the areas of cognition, language, emotionality, and social and physical development. The training will be interdepartmental and may involve further practical experience.

Admission Requirements
(a) an undergraduate degree from the University of Toronto, or an equivalent degree, with mid-B standing or better;
(b) a minimum of one undergraduate course in early childhood education and/or child development;
(c) teacher certification and/or training and experience in the child care field.

Program of Study
Accepted applicants will be expected to pursue the program of courses outlined in the departmental guidelines booklet. The program will include at least three half-courses in Applied Psychology with a heavy emphasis in early childhood, plus optional courses from the Department of Applied Psychology and other departments. If doctoral study is anticipated, at least four half-courses should be taken in Applied Psychology that are relevant to early childhood.

Students may follow either Option I (ten half-courses plus a comprehensive examination) or Option II (eight half-courses plus a research paper). However, anyone planning to eventually apply to the Ed.D. program in Early Childhood should follow Option II.

Residence Requirement
This program may be undertaken on either a part- or full-time basis.

DOCTOR OF EDUCATION

This program is designed primarily for persons who have had considerable experience working with children—for example, as teachers or as specialists in child psychology or child welfare at the master's level—and who wish to develop their professional expertise. The program involves a study of psychological theory, educational research and practices, and cognitive assessment techniques. Graduates of this program will be prepared to assume senior positions at decision-making levels in areas related to children's development and growth and/or at the practice level within the early childhood field.

Admission Requirements
(a) a University of Toronto M.Ed. degree in Early Childhood, or its equivalent, with B+ standing or better and with a minimum of four Applied Psychology courses relevant to early childhood;
(b) successful professional experience in early childhood education or in a relevant field;
(c) evidence of ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigorous manner. Examples of such evidence would include a high-quality project report, a Qualifying Research Paper, or a master's thesis.
After the screening interview, the selection team will then be responsible for the evaluation of the candidate's ability and promise in research and development.

Program of Study
The program involves a study of child development theory, educational research and practices, and cognitive assessment techniques. Each program is individually designed by the student and a faculty advisor. Every attempt is made to ensure coordination of the program with the student's career, interests, and the following requirements:
(a) a minimum of eight half-courses, four of which must be taken in the Department of Applied Psychology;
(b) an Ed.D. thesis, reporting the results of a study that addresses theoretical issues applicable to professional concerns and practice, or that focuses directly on empirical aspects of educational practice;
(c) a comprehensive examination for all candidates who commence the Ed.D. program after July 1, 1991;
(d) practica or internship.

Residence Requirement
One year of full-time study is required. Ordinarily the first courses are taken on a part-time basis. The year of resident activity will be planned to provide experience in the integration of theory with practice and to provide courses appropriate to the student's major interest.

MASTER OF ARTS

The M.A. program emphasizes research in the field of early childhood with an integration of child developmental research and theory, classroom practice, educational issues, and/or clinical problems.

The program will be of interest to those who are seeking careers in research, university and community college teaching, administration, and related activities. Accepted applicants will be expected to pursue the program of courses outlined in the departmental guidelines booklet.

Admission Requirements
(a) a University of Toronto four-year undergraduate degree in psychology, or its equivalent, with mid-B standing or better;
(b) a minimum of one undergraduate course in early childhood education and/or child development;
(c) teacher certification and/or training and experience in the child care field.

Program of Study
(a) six half-courses;
(b) a thesis.

Residence Requirement
One year of full-time study, to be undertaken at the beginning of the program.

DOCTOR OF PHILOSOPHY

This program emphasizes conducting original research and/or pursuing a clinical focus in the field of early childhood. Students involved in this program are expected to undertake an internship within either an educational or a clinical setting.

Admission Requirements
(a) a University of Toronto four-year undergraduate degree in psychology and an M.A. degree in Early Childhood, or the equivalent, with B+ standing or better;
(b) professional experience in the area of early childhood or a relevant field.

Program of Study
(a) a minimum of eight new half-courses, four of which must be in Early Childhood and will comprise the major, plus four other courses, of which two should be in the minor area;
(b) an internship;
(c) a comprehensive examination;
(d) a thesis.

FOCUS ON APPLIED DEVELOPMENTAL PSYCHOLOGY

The focus on Applied Developmental Psychology offers specializations in three areas:
—Special Education: Language and Learning Disabilities
—Adult Learning and Special Needs
—Adaptive Instruction (interdepartmental specialization with Curriculum)

Special Education: Language and Learning Disabilities

This specialization addresses the developmental and educational needs of children who require significant modification to the learning environment. Students develop a broad understanding of developmental diversity and the variety of educational strategies that make learning accessible to children with special needs. Courses foster students' knowledge and understanding of the development of language and communication from the earliest precursors of interpersonal communication to sophisticated skills in reading and writing, and examine appropriate assessment and intervention strategies. They address theory and practice in learning disabilities and language and communication disorders.

Adult Learning and Special Needs

This specialization is designed to serve those working with adults with special needs in a variety of settings, such as community colleges, universities, literacy programs, and community residential, vocational-training, and recreational agencies. Topics that are stressed include learning difficulties and disabilities, assessment, counselling, instruction, language and literacy, and transition to the workplace.

Adaptive Instruction

This interdepartmental specialization between the departments of Applied Psychology and Curriculum is concerned with issues such as:
—individual differences in the classroom: the study of delivery models, the resources to support teachers, individual differences in learning and development, and the adaptation of instruction to meet the needs of children in the classroom;
—reading and reading disability: classroom-based aspects of reading, reading disability, reading in a second language, and research in the acquisition of normal and exceptional reading abilities.

Note that the courses included in the Adaptive Instruction specialization carry numbers that begin with 4 (master's level) and 5 (doctoral level).

MASTER OF EDUCATION

The M.Ed. program is designed primarily for those with teaching qualifications and experience who are working in the school system or in early childhood education settings, and for professionals working in community literacy programs and special needs offices in postsecondary institutions. In certain circumstances, however, students without these backgrounds may also enrol in the program provided they have had relevant professional experience.

The program is pursued under Option II (eight half-courses plus a major research paper). One of the courses is compulsory: 4293 Interpretation of Research in Applied Developmental Psychology and Adaptive Instruction. The program may be undertaken on a part-time or full-time basis.

For students who have an Ontario Teacher's Certificate, certain courses have been granted equivalence for Part I and/or Part II of the program leading to the Ontario Ministry of Education Specialist Certificate in Special Education. Students should consult their faculty advisors and the Student Handbook regarding which courses are accepted for these additional qualifications.

MASTER OF ARTS

A research option and a clinical option are available in order to serve students with different backgrounds and career goals. Both options have the same compulsory core courses: 4293 Interpretation of Research in Applied Developmental Psychology and Adaptive Instruction; and 1274 Research Planning in Applied Developmental Psychology.

Research Option (A)

This program is designed for students who wish to pursue a career in research, university teaching, administration, and related activities. The usual entrance requirement is a relevant four-year undergraduate degree in arts, science, or a helping profession. Applicants with a relevant three-year undergraduate degree must take a fourth year of appropriate study before applying for admission to the program.

The program comprises six half-courses (including the core courses listed above) and a thesis. It may be undertaken on a full- or part-time basis. The program is *not* designed to satisfy the academic components of the requirements for OBEP registration as a Psychological Associate.

Clinical Option (B)

This program is designed for students wanting to pursue a research career or clinical work in a variety of settings providing psychological services. Admission requirements include a four-year undergraduate degree in psychology or equivalent with full courses in three of four substantive areas in psychology: biological bases of behavior; cognitive-affective bases of behavior; social bases of behavior; and individual differences. Accepted applicants lacking courses in specific areas may be required to take additional courses as part of the M.A. program.

The program has a one-year residence requirement and comprises eight half-courses and a thesis. In addition to the core courses listed above, students will be required to take 1219 Ethical Issues in Applied Psychology and the Seminar and Practicum in Applied Developmental Psychology, and to choose from specific courses in developmental psychology/psychological theory, assessment, and intervention. The requirements of the program are designed to satisfy the academic components of the requirements for OBEP registration as a Psychological Associate.

DOCTOR OF EDUCATION

The Ed.D. program is intended primarily for educators who have demonstrated their practical capabilities in a variety of educational settings and who intend to continue their professional careers as field-oriented leaders. Applicants with a University of Toronto master's degree in Applied Developmental Psychology or equivalent (including Instruction and Special Education) who wish to proceed to doctoral studies will be considered for admission to the Ed.D. program. Applicants with a master's degree in other specializations in Adult Education, Applied Psychology, or Curriculum will also be considered. An A– average in the master's degree is ordinarily required for admission.

The program comprises eight half-courses plus an internship and a thesis. Although courses may be taken on a full-time or part-time basis, there is a one-year residency requirement that must be fulfilled at some point within the program. The two required courses are 5280 Research Seminar and Thesis Planning in Applied Developmental Psychology and Adaptive Instruction and a qualitative or quantitative research course.

DOCTOR OF PHILOSOPHY

The Ph.D. program emphasizes knowledge in the several disciplines related to theory building in the area of applied developmental psychology. Theory is related to practice and research skills.

A research option and a clinical option are available in order to serve students with different backgrounds and career goals. Both options have the same compulsory core course—5280 Research Seminar and Thesis Planning in Applied Developmental Psychology and Adaptive Instruction—and require that students take a quantitative research course and choose from a specific set of courses in psychological theory, assessment, and intervention.

Research Option (A)

This program is designed for students who wish to pursue a career in university teaching and research that requires advanced skills in research and evaluation. Applicants must have a relevant four-year undergraduate degree and a master's degree in Applied Developmental Psychology or its equivalent (including Instruction and Special Education), counselling, adult education, curriculum, or a helping profession such as speech pathology, nursing, social work, physiotherapy, or occupational therapy. Ordinarily A– standing in the master's degree is required for admission.

The program must begin with a two-year residence period and comprises six half-courses (including the course requirements listed above), a comprehensive examination, and a thesis. The program is *not* designed to satisfy the academic components of requirements for OBEP registration as a Psychologist.

Clinical Option (B)

This program is designed for students wanting to pursue a career in university teaching and research or clinical work in a variety of settings providing psychological services. Applicants must have a four-year undergraduate degree in psychology or equivalent and a University of Toronto M.A. degree in Applied Developmental Psychology (Clinical Option) or its equivalent. Ordinarily A– standing in the master's degree is required for admission.

The program must begin with a two-year residence period and comprises eight half-courses (including the course requirements listed above), an internship, a comprehensive examination, and a thesis. The requirements of the program are designed to satisfy the academic components of the requirements for OBEP registration as a Psychologist.

ELECTIVE COURSES

Students not enrolled in the regular programs already described may, by arrangement with the Department of Applied Psychology, enrol in a maximum of two half-courses. In exceptional cases, students may enrol in more than two half-courses by arrangement with their advisor, the Department of Applied Psychology, and the instructor of the course under consideration.

COURSES

All continuing students must submit pre-enrolment forms for course selection by April 13. While pre-enrolment forms will be received after April 13, maximum enrolment may have been reached in some courses well before this date.

A course is identified with this department when the first two digits in the course number are 12 or 32, or 42 or 52 (specialization in Adaptive Instruction).

1200 F,S,H Introduction to Educational Psychology

Analysis and application of principles of learning, motivation, and social behavior in school situations.
A. Cole

1201 F,S,H Child and Adolescent Psychology

The factors involved in child development (preschool period, early school years, intermediate years, adolescence) and the problems of each period. The preventive and remedial phases of mental health.
P. Gamlin and staff

1202 F,S,H Theories and Techniques of Counselling

An appraisal of a number of basic theories of counselling and approaches to inducing client change. Extensive use will be made of a variety of video and audio materials to illustrate the topics under consideration.
Full-time Guidance and Counselling students may take 1202F,S,H concurrently with 1203Y. Counselling students will have priority for enrolment in this course.
Staff

1203 Y Practicum in Counselling

Sequenced skill training, with extensive counselling simulation and supervision of practice in a field setting. In addition to regular class meetings and time spent in individual supervision with the instructor, M.Ed. students in Counselling are required to be in attendance one full day per week at their practicum setting. Some students may spend two full days in their practicum setting. All full- and part-time students must arrange their practica in consultation with the department's Coordinator of Internship and Counselling Services. Continuing students should plan to contact the Coordinator by April 15, and new students by May 15, in order to arrange the best match between student needs and field placement availability. The Counselling committee reserves the right to make any final decisions when questions arise concerning the placement of a student in a setting.

Note: Practicum plus class work during the Summer Session takes a full day each day of the week.

Note: All counselling practica must be done through OISE. Practica done at other universities may not be considered as substitutes.

Prerequisite: 1202F,S,H, for Counselling students only. Full-time Counselling students may take 1203Y concurrently with 1202F,S,H.

M. A. Guttman, V. Darroch-Lozowski, and staff

1205 H Individual Intellectual Assessment

Theories of intelligence; observation and discussion of the administration and interpretation of the Revised Stanford Binet, the Wechsler Intelligence Scale for Children, and the Wechsler Adult Intelligence Scale; and an introduction to some other tests of intellectual abilities. Includes a practicum in group test administration.

Prerequisite: Permission of instructor.

Staff

1206 F,S,H Proseminar in Cognition

An introduction to the history and basic ideas of cognitive science with an emphasis on applications. Faculty members working on cognitive research explain how their work is conceived, designed, and analysed. Students will work individually and collaboratively on designing, preparing, and presenting a piece of research that they are interested in.

K. Oatley

1208 F The Counselling Relationship

This course aims to develop the skills of the trainee counsellor through increasing the ability of students to recognize, understand, and use counsellor's and client's experiences in the counselling relationship. Topics include the dyadic nature of the counselling relationship, transference, countertransference, client and counsellor differences, contextual effects on the counselling relationship, responses to "difficult" clients, and ethical issues.

N. Piran

1210 F,S,H Practitioners' Experienced Knowledge

A course for experienced practitioners to learn to bring out, share, and apply their experienced knowledge of their practice. Students engage in exercises to identify their learning styles, their implicit theories, and their personal images. This knowledge is shared and applied in creative problem-solving groups. Not open to doctoral students.

D. Hunt

1211 F,S,H Psychological Foundations of Early Education

The purpose of the course is to identify the psychological foundations of program/practice in early education in programs for children of 4 to 7 years, and to analyse the issues associated with the different resulting educational perspectives. The historical-theoretical roots of early education and associated views of the learner, research related to current issues, and selected features of current practice will be explored.

Staff

1212 F,S,H Psychological Aspects of Counselling and Teaching New Canadians

The overall aim of this course is to provide a background of knowledge ob-

tained both inside and outside the classroom to aid in teaching and counselling immigrants or New Canadians. Readings and discussions on psychological aspects of prejudice, stereotyping, culture conflict, culture shock, attitudes toward New Canadians, psychological testing, nonverbal communications, values, identity crisis, problems in transition, and programs and techniques that can be utilized to ease the transition of New Canadians.
Prerequisite: Permission of instructor.
Staff

1213 Y Intercultural Practicum

The purpose of the practicum is to allow students in the multicultural focus to gain experience in various cultural settings. Students will meet with faculty to discuss these experiences. A wide range of settings in cross-cultural counselling and more generally in intercultural education are available. An emphasis will be placed on the acquisition of skills that sensitize students to other cultures. In addition, skills in conducting applied research in a multicultural context will be developed.
P. Gamlin

1214 F,S,H Research Seminar in Multicultural Studies

The course is designed to enable students to do extensive, in-depth analysis of a particular area of interest in multicultural studies. Students are required to review the literature in the area of teaching, counselling, or other form of helping relationship with a particular ethnic group, or ethnic groups in general. Students also do fieldwork to collect data ranging from interviewing and visiting ethnic neighborhoods to videotape analysis. The course has a research and applied focus. Students demonstrate how their research can be applied to teaching, counselling, or other helping relationship with minority groups or New Canadians.
Prerequisite: Permission of instructor.
Staff

1216 H Psychoeducational Assessment

Theory and practicum in psychological assessment techniques applied in school settings. Individual intelligence testing, with emphasis on the Wechsler Intelligence Scale for Children–III, as well as educational testing, and tests of special abilities and adaptive behavior. Assessment of culturally different and exceptional children.
Prerequisite: This course is normally limited to students in the School Psychology program. Others by permission of instructor only.
T. W. Humphries, J. Weiner, and D. M. Willows

1217 F,S,H Behavior Management in Therapy and Education

A review of behavioral management and self-management theories and techniques applicable to clinical and school settings. Emphasis will be on developing skills in analysis of behavioral units and in establishing effective intervention contracts. Application of skills in a practical setting and a self-management project will be included.
Staff

1219 F,S,H Ethical Issues in Applied Psychology

Ethical issues arising from psychological research and practice are examined with reference to historical, social, legal, and collegial influences. Standards regulating academic and professional conduct are studied, with cases drawn from a variety of settings to illustrate principles and related practices.
Staff

1220 Y Seminar and Practicum in School Psychology: Part I

Discussion of professional relations in schools and strategies of applying psychological principles to educational

problems. Includes seminar and observational practicum in schools. School Psychology students only. Ordinarily taken in the first year of the School Psychology M.A. program.
S. Miezitis and O. Weininger

1221 F,S,H Seminar and Practicum in School Psychology: Part II

Further examination and discussion of professional relations in school models of psychological service delivery, ethical considerations, strategies of applying psychological principles to educational problems in the school, and case conferences. Includes seminar as well as practicum in the schools, one day per week. School Psychology students only. Ordinarily taken in the second year of the School Psychology M.A. program.
Prerequisites: 1219F,S,H and 1220Y.
S. Miezitis and O. Weininger

1223 F,S,H Depression in the Schools: Assessment, Prevention, and Intervention

Multidimensional assessment and intervention models for working with depressed children and youth in the schools. Self-report as well as teacher observation and rating techniques for identifying at-risk children and youth; teacher-mediated and parent-mediated intervention approaches; group work for social-skill and self-esteem development. This course will include a practicum.
S. Miezitis

1224 F,S,H Psychopathology of Infancy and Childhood

Consideration of the process of atypical behavior development in children, focusing on etiology, characteristics, and social, psychological, and educational consequences, as well as on potential for change. These aspects will be examined against the background of the normal personality development.
O. Weininger

1225 F,S,H Practicum in Diagnostics and Psychotherapy

A practicum in diagnostics and/or psychotherapy, to be planned for each student in consultation with the instructor. Prerequisite: This course is limited to students in the School Psychology program who have completed 1216H. Permission of instructor is required.
Staff

1226 F,S,H Selected Problems in Educational Psychology

For first-year M.A. and Ph.D. students in Educational Psychology. Specialized study under the direction of a staff member on a topic chosen to reflect a current educational problem conceptualized in terms of the relevant disciplines and examined by empirical psychological means.
Staff

1227 H Practicum in Educational Psychology

The purpose of the practicum is to help both M.Ed. and M.A. students understand how research can be important for classroom practice. M.A. students will work with M.Ed. students in the classroom and meet as a group to discuss this experience. A variety of research methodologies will be explored to clarify the relationship between applied and basic research. This investigation will yield procedures for conducting research in such a way that it is relevant to the needs of the school system and simultaneously makes a contribution to knowledge.
P. Gamlin and staff

1228 F,S,H Individual and Group Psychotherapy: Family and Marital Counselling

This course will examine one of several contemporary models of psychotherapy for family and marital counselling.
Staff

1229 F,S,H Individual and Group Psychotherapy for Counselling

Each year this course will examine a model of psychotherapy from among the following: Transactional Analysis, Gestalt, Psychodrama, Bioenergetic Analysis, and Family Therapy.
Prerequisite: Permission of instructor.
Staff

1230 F,S,H Psychological Assessment of Infants and Preschool Children

This course will cover the assessment of young children's cognitive, emotional, motor, social, and language development. The Bayley, Griffiths, McCarthy, and WPPSI tests will be covered in addition to some Piagetian and clinical techniques. General principles of assessment and report writing will be included. Students will do a practicum.
M. Lewis

1231 F School-Based Social Competence Promotion

Concepts of social competence emerging from several theoretical perspectives are critically surveyed. The role of school psychologists in promoting social development is emphasized. The practicum provides experience either in the implementation of social skills training in schools or in the refinement of research in this area.
B. Schneider

1232 F,S,H Psychoeducational Appraisal in Teaching Young Children

Theory and practice of classroom-based assessment and intervention; practicum in classroom observation of teaching and learning styles; factors related to pupils' social–emotional functioning. Experimentation with alternative strategies to enhance motivation and learning.
Prerequisite: Permission of instructor.
S. Miezitis

1233 F,S,H Cognition and Instruction

This course examines applications of cognitive theory and research to problems of school learning and instruction. The emphasis is on recent advances that throw light on such areas of concern as reading and learning from texts, mathematical competence, learning in the sciences and social studies, problem-solving, motivation, and teaching practices. Ordinarily taken by students in their first year of the interdepartmental focus in Applied Cognitive Science.
C. Bereiter

1234 F,S,H Foundations of Cognitive Science

This course examines the psychological and philosophical basis of cognitive science including such topics as the nature of mental representations, functionalist and computational theories of mind, intentionality, subjectivity, consciousness, and meta-cognition.
D. R. Olson and E. C. Olsen

1235 F Research Strategies in School and Child-Clinical Psychology

This course is designed to assist the student who is considering a research topic or developing a research proposal. Considerable attention will be devoted to the science of reviewing and synthesizing previous literature in an area of knowledge. Issues in research design will be presented as they pertain to the student's intended research area in order to complement previous training. The elements of an effective research proposal are considered in detail.
B. Schneider

1236 F Psychopathology for School and Child-Clinical Practice

This course familiarizes the student with the etiology, characteristics, and treatment of selected psychological disorders affecting school-age children. Specific attention is given to the role of school psychology personnel in the diagnosis and treatment of the disorders considered. Students will evaluate por-

trayals of psychological disorders to teachers, parents, and the general public.
B. Schneider

1237 F Cognitive Development and Instruction

This course will cover the core issues in cognitive development from several theoretical vantage points, and trace the changes in children's thinking from early infancy to adolescence. Intervention and instruction will be related to developmental issues.
M. Lewis

1238 F,S,H Special Topics in Applied Psychology

A course designed to permit the study (in a formal class setting) of a specific area of applied psychology not already covered in the courses listed for the current year. The topics will be announced each spring in the Regular Session and Summer Session timetables.

1239 F,S,H Language of the Arts in Therapy and Teaching

Thinking is basically the way we describe and understand and interpret the stories of ourselves and others; repairing the basic image of rupture in humans through potentiating personal expressive modes. An articulation of the language of the creative arts (linguistic, pictorial, sculptural, musical, choreographic, etc.) is emphasized.
V. Darroch-Lozowski

1241 F,S,H Evaluating Methods in Early Education and Child Care

This course is a concept-oriented analysis of methods and research in early child care and educational settings. Problems of child care and the nature of early experiences in different settings are examined. The research methodology and strategies, process-interaction, and developmental status measures, along with programs and results of intervention factors, will be considered. Students will be expected to evaluate published studies on aspects of early childhood education or care, and to design studies (including pretests) concerning problems in early childhood.
A. J. Biemiller

1242 F,S,H Developmental Patterns in Early Childhood and Elementary Years

This course examines major patterns of social, linguistic, and cognitive development from infancy to middle childhood. Topics include constructivist and social constructivist accounts of cognitive development; Vygotsky's theory of society, language, and thinking; the linguistic, cognitive, social, and metaphoric dimensions of language acquisition. Emphasis is placed on the relationships among cognitive, social, and linguistic lines of development and on their implications for how we think about children, educate them, and contribute to their development.
O. Weininger

1243 F Seminar in Community Psychology and Community Development: Part I

This is an introductory seminar for the Community Psychology focus in Educational Psychology. The course surveys theories of community psychology and their relationship to community development. Consideration will be given to the relationship of theory to specific community contexts such as schools, social service or health agencies, etc. The course will formulate community issues in a critical perspective dealing with structures of class, gender, and race and their relationship to community development and fragmentation.
J. Quarter

1244 S Seminar in Community Psychology and Community Development: Part II

A development of the topics in 1243F.
Prerequisite: 1243F.
M. S. Schneider

1247 S Practicum in Adult Counselling (Pass/Fail)

This course must be taken in conjunction with 1203Y Practicum in Counselling. The two courses may only be taken by students enrolled in Counselling programs. All students must arrange their practica in consultation with the department's Coordinator of Internship and Counselling Services.
M. A. Guttman

1248 F,S,H Psychology of Sexism in Education and Related Methodologies

The course will focus on the ways that selection of research questions, conduct of research, and interpretation of findings in research on sex differences in cognitive, social, and emotional factors have perpetuated sexism in education at all levels. Emphasis on research methods will include examination of ways that some current researchers are breaking the self-perpetuating link between sexist attitudes and research and are developing new ways of understanding sex similarities and differences.
Staff

1249 F Emotional Development

This course will review the major theoretical positions on emotional development, and then follow the child's social-emotional growth from birth through adolescence. The experience, expression, representation, and regulation of emotions will be examined with respect to universal developmental patterns as well as individual personality formation.
M. Lewis

1250 F,S,H Fundamental Concepts of Psychosynthesis: Part I

This course is intended to introduce students to the fundamental concepts of Psychosynthesis. Psychosynthesis is an approach to counselling featuring the integration of the personality, and of the personality with the spiritual aspects of people. The course features experiential as well as didactic techniques.
Staff

1251 F,S,H Fundamental Concepts of Psychosynthesis: Part II

This is a continuation of Psychosynthesis Part I. Students will be introduced to new ideas such as the notion of consciousness, duality, and unity and will explore in greater depth some of the major models introduced in Part I. The course will feature experiential as well as didactic techniques.
Prerequisite: 1250F,S,H.
Staff

1252 F,S,H Individual Reading and Research in Applied Psychology: Master's Level

Specialized study, under the direction of a staff member, focusing upon topics that are of particular interest to the student but are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.

1253 F,S,H Feminist Issues in Counselling Psychology and Psychotherapy

The course examines the models of human functioning that underlie approaches to treatment and helping services provided for women, with particular attention to socio-historical context. The first part of the course deals with traditional images of women in Western culture, particularly as evidenced in psychology, psychiatry, and psychoanalysis. The second part explores feminist models of human functioning and associated helping services, especially nonsexist and feminist therapies.
L. Stermac

1254 F The Social Construction of Human Sexuality As It Relates to Sex Education

The attitudes and beliefs that form the foundation of our experience of sexuality are examined in this course, with

particular attention to power relationships that are played out in gender issues. The ways in which the sexual information needs of people of all ages can be addressed through both formal and informal education is discussed.
M. S. Schneider

1257 F,S,H Females' Psychological Development

Both traditional and modern theories of aspects of human psychological development pertaining to females are critically examined. Special emphasis is placed on the work of such feminist thinkers as Jean Baker Miller, Nancy Chodorow, Dorothy Dinnerstein, Irene Stiver, and Janet Surrey in promoting profound shifts in the ways that females' mental health and expected course of emotional and cognitive development are described and promoted.
Staff

1259 F,S,H Child and Family Relationships—Implications for Education

This course has a dual focus: consideration of theory/research related to child–parent relationships and family influences on child development, and application of this literature in examining current child care/education policy and program initiatives.
Staff

1261 F,S,H Group Work in Counselling

Presentation of models of group work processes, as well as of current theory applicable to group work in counselling. Students will be expected to develop a catalogue of skills and ideas useful in the school setting, and to develop communication skills essential to group work. For students enrolled in Counselling programs only.
Staff

1262 F,S,H Educational and Psychological Testing for Counselling

A survey of standardized tests typically used by counsellors in schools, community colleges, and other settings. Topics included are: a review of the basic concepts in tests and meausrement; criteria for evaluating educational and psychological tests; rationale underlying the development of various tests; and practice in administration of tests and interpretation of test results. Individual intelligence scales and projective techniques are beyond the scope of this course.
S. A. Alvi

1266 F,S,H Career Counselling and Development: Transition from School to Work

This course aims at preparing the counsellor for an expanded role in career guidance. It deals with all major aspects of career development. The topics covered are: social and economic context, theories of career development, the role of information, assessment of career development, career guidance programs, and recurring issues in career guidance.
S. A. Alvi

1267 Y Advanced Practicum in Counselling

A continuation of 1203Y, designed primarily for M.Ed. students.
Prerequisite: 1202F,S,H, 1203Y, and permission of instructor.
Staff

1268 F,S,H Career Counselling and Development: Transitions in Adulthood

This course will focus on the theories of career development and counselling techniques to deal with major career transitions. Topics will include mid-life career changes, career psychology of women, career planning and development in the workplace, relocation counselling, and retirement and leisure counselling.
S. A. Alvi

1273 S Psychology of Disability and Empowerment

This theoretical and practical course is

intended to encourage students to explore the issues involved in thinking about empowerment and disability. The phenomena referred to by such terms as "disability," "impairment," "integration," "professionalism," and "empowerment" are examined in class seminars through the analysis both of selected readings and of the experience of working with a disabled partner throughout the course. The course is suitable for any educator wanting to understand the experience of being handicapped and the barriers to empowerment those with handicaps must face.
P. Lindsay, Regular Session

1274 F,S,H Research Planning in Applied Developmental Psychology

The purpose of the course is to promote skills in planning and conducting theoretically motivated and field-based research. Research designs combining theory with practice will be emphasized. Clarity of written expression both in research proposals and in final research reports will be required. A key feature will be the unique blend of field-oriented issues and theoretical knowledge necessary to conduct successful research in applied developmental psychology.
J. R. Kershner, P. Lindsay, C. R. Musselman, and L. Siegel, Regular Session and Summer Session

1281 F,S,H Psychology and Education of Children and Adults with Developmental Handicaps

The identification and etiology of developmental delay and the intellectual/social development of developmentally delayed people. Issues of mainstreaming and segregation; curriculum-based, computer-assisted instructional procedures; programs for parents and adults.
Staff, Regular Session and Summer Session (offered as required)

1282 F,S,H Psychology and Education of Deaf Children

Communication, psychological, and social issues in the education of deaf and hard-of-hearing individuals.
C. R. Musselman, Regular Session (offered as required)

1284 F,S,H Behavior Disorders in Children and Adolescents

Psychological and educational characteristics of children and adolescents with behavior disorders with an emphasis on the interplay between constitutional and environmental factors that contribute to these disorders. Research on current assessment and intervention procedures will be analysed.
J. Wiener, Regular Session and Summer Session

1285 F,S,H Psychology and Education of Children with Learning Disabilities

Characteristics of children with learning difficulties, their identification, and suggested remedial programs. Emphasis is placed on the concept of learning disability and on the educational implications of the research literature in the field.
T. W. Humphries and L. Siegel, Regular Session and Summer Session

1286 F,S,H Psychology and Education of Adolescents and Adults with Learning Disabilities

Psychological and educational characteristics of adolescents and adults with learning disabilities with an emphasis on the interplay between constitutional and environmental factors that contribute to these disabilities and enable optimal functioning. Current intervention approaches used in educational, community, and work settings will be critically evaluated.
J. Wiener, Regular Session

1290 F,S,H Psychology and Education of Autistic Children

This course offers a review of theories of the nature of autism, its causes, its

treatment, and the assumptions underlying these theories. The relationship to other types of exceptionality is emphasized, and programs for autistic children are reviewed and evaluated, especially those within educational settings.
Staff (offered as required)

1298 F,S,H Visually Handicapped Children and Youth

This course provides students with an overview of issues central to the education of visually handicapped children, along with practical experience; and develops individual research projects to be pursued by students in the general area of the course.
Staff (offered as required)

1299 F,S,H Language, Assessment, and Intervention

The course will consider typical and atypical patterns of language acquisition, including the development of interpersonal communication and literacy. Various approaches to teaching language will be examined, as well as the communication needs of disabled learners in educational settings.
C. R. Musselman, Regular Session and Summer Session

RESEARCH SEMINARS AT THE DOCTORAL LEVEL

The following research seminars are intended primarily for doctoral students in the Department of Applied Psychology. Basic research in the area of specialization is reviewed with a particular emphasis on the formulation of testable hypotheses that might lead to a contribution to the field of educational psychology.

3200 F,S,H Research Seminar on the Cognitive Processes in Education

An examination of knowledge—its representation, acquisition, and maintenance in memory. Topics include models of semantic memory, perception, attention, reading, aspects of language comprehension, learning, memory and its development, and individual differences in cognition.
Staff

3202 F,S,H Advanced Practicum in School Psychology

Study of core areas of school psychology. Second-year doctoral students, under faculty supervision, will supervise M.A. students in 1216Y, 1220Y, and 1221F,S,H. In addition, students will undertake advanced consultative and research projects involving the broad application of psychological principles to the school situation. Open only to doctoral students in School Psychology. Prerequisites: 1216Y, 1220Y, and 1221F,S,H.
S. Miezitis and O. Weininger

3203 F,S,H Children's Theory of Mind

Children's theory of mind underlies their ability to explain and predict human behavior, by attributing mental states, such as beliefs, desires, intentions, and emotions, to themselves and to other people. The course examines recent research in this new field, which unites cognitive, linguistic, and social development. The age range considered is infancy to early adolescence, with an emphasis on the preschool period.
J. W. Astington

3205 F,S,H Research Methods in Applied Psychology

This course focuses on the four quantitative research methods most frequently used in psychology (observation, experiments, questionnaires, and semi-structured interviews) as well as their rationales and the implications of their use. The four main statistical methods of analysis—chi-square, analysis of variance, correlation, and regression—will be reviewed and applied to specific pieces of research. The preparation and writing of a dissertation proposal will be addressed.
K. Oatley (offered in alternate years)

3206 F,S,H Research Seminar in Development in Early Childhood

An examination of certain conditions during the infancy and toddler period of development that will have an impact on later behavior. Normal attachment development is studied with a view to recognizing deviations from it, and research literature focusing on this early period is explored with particular emphasis on attachment theory.
O. Weininger

3208 F,S,H Research Seminar in Adolescent Development

This seminar is presented from a psychoanalytic point of view and covers the areas of emotional and affective processes; intellectual development and creativity; adolescent values, attitudes, and changing customs; psychological changes during the adolescent years.
O. Weininger

3209 F,S,H Psychology of Language and Literacy

This course examines current research on psycholinguistics including syntax, semantics, and pragmatics. Topics considered are language development, language comprehension, language production, and language and literacy, as well as the role of linguistic processes in perception, thinking, and instruction.
Prerequisite: Permission of instructor.
D. R. Olson

3210 F,S,H Research Seminar in Social Psychology in Education

Organized around the ideas of persons-in-relation and mutual adaptation, this course attempts to consider what conceptions and methods are required in order to take a truly social-psychological perspective that involves two persons or more. Examples are drawn from teacher–student, counsellor–client, and parent–child transactions. Students are encouraged to try out a persons-in-relation perspective on their own research ideas.
Open to doctoral students only. Required for doctoral students in the Focus on Teaching program.
D. Hunt

3214 F,S,H Central Nervous System Information-Processing and Children's Learning

The relation between central nervous system organization and development and intellectual and cognitive skills is investigated, as are organizational dysfunctions and subsequent psychological impairment of learning processes.
Prerequisite: Permission of instructor.
O. Weininger

3215 F,S,H Seminar in Counselling Psychology: Part I

Theories of counselling and psychotherapy are examined within a framework of current issues in psychology and are addressed through a constructive-developmental approach.
M. N. Eagle

3216 F,S,H Seminar in Counselling Psychology: Part II

Research, and a variety of research issues, in counselling and psychotherapy are examined. Students are required to demonstrate mastery of at least one area of research in counselling or psychotherapy through an in-depth analysis and critique of that area.
Staff

3217 Y Practicum in Counselling Psychology

A course aimed at the further enhancement of counselling skills through the integration of clinical experience and research.
Prerequisite: Permission of instructor is required of all students other than those in Counselling Psychology.
N. Piran and staff

3218 F,S,H Research Seminar in Counselling

A weekly seminar focusing on design and methodology in counselling and psychotherapy research. Students will analyse and redesign representative studies in the counselling literature. Each student will design a study or research program based on a thorough review of a particular counselling research area. It is expected that the review and research design will serve as a basis for a dissertation proposal for many students. Prerequisite: 3216F,S,H, and completion of a preliminary review of the literature of an identifiable topic of interest that would be part of the doctoral thesis proposal.
Staff

3220 F,S,H Analysis of Learning Tasks

A general introduction to problems of instructional design, viewed within an information-processing framework. Brief training is given in both classical (hierarchical) and modern (process-structural) approaches to task analysis. Each time it is offered, the course focuses on a different instructional problem.
C. Bereiter

3221 Y Dynamic Assessment and Instruction Applied to Multicultural Contexts

This full-year course familiarizes students with the theoretical framework of L. S. Vygotsky, focused on children's learning strategies and on the socio-instructional dynamics that foster strategic/intentional learning. Vygotsky's concept of the zone of proximal development is central to research in this area. Zone theory is discussed in the context of traditional cognitive strategies research and in terms of its practical applications. In particular, dynamic-functional assessment procedures are contrasted with those of more traditional norm-referenced model, considering needs of ethnically diverse populations. Prerequisite: Permission of instructor.
P. Gamlin

3222 F,S,H Analysis of Teaching Strategies

In the applied focus of this course, direct consideration will be given to practice, analysis, and observation of teacher performance, to basic teaching strategies, and to exploration of the strategies in terms of classroom interaction, teacher training, supervision, and classroom research. The theoretical focus addresses social learning, modelling, practice, and feedback variables in teaching. This course is appropriate for anyone interested in teaching. Prerequisite: Permission of instructor.
Staff

3223 F,S,H Psychoeducational Consultation: Effecting Change in the Schools

Theory and practice in visualizing and initiating change in educational settings. Dynamics of consultant and consultee relationships. Preventive models of service delivery based on collaborative problem-solving approaches. Analysis of practicum experiences in school or other settings of students' choice. Prerequisite: Permission of instructor.
S. Miezitis

3224 F,S,H Individual Personality and Educational Assessment: Part I

This course provides advanced graduate students with knowledge relating to the theory and practice of personality assessment. Several personality tests, objective and projective, will be considered. Specific consideration will be given to the use and interpretation of the Rorschach technique within the framework of specific theories of personality and methods of scientific inquiry.
Staff

3225 F,S,H Individual Personality and Educational Assessment: Part II

This course is a continuation of 3224F,S,H. Selected personality tests, objective and projective, will be examined in greater depth, and interpretation of those tests will be related in some detail to selected theories of personality and psychopathology.
Staff

3227 F,S,H Play and Education

A series of seminars dealing with the definition of the term "play" and its relation to both psychological and educational processes in the young child. The history of play will be examined in relationship to various theories that have been advanced concerning the need children have to play, the functions of play, and their relationship to psychological, social, cognitive, emotional, and physical development.
O. Weininger

3229 S Cognition and Emotion in Development

After a review of theoretical perspectives on emotion, cognition–emotion interaction and the development of this interaction over the lifespan will be discussed. Contemporary approaches to modelling development will be introduced. Clinical and educational implications will be discussed, including emotional constraints on cognition and learning, individual differences in emotion, and the development of personality and psychopathology.
M. Lewis (offered in alternate years)

3231 F,S,H Object Relations Theory

This course will focus on the developmental framework proposed by Melanie Klein, covering the paranoid schizoid and the depressive positions and the early oedipal. Cases will be presented and discussed.
O. Weininger

3233 F,S,H Research Seminar in Career Development

This course will familiarize students with research developments in vocational theory and practice. It will also attempt to examine new programs in career development and career counselling. This course will have an applied-research and a practice focus for both Ph.D. and Ed.D. students.
S. A. Alvi and M. A. Guttman

3234 Y Research Seminar in Multicultural Studies

This course will familiarize students with current issues in multicultural studies. Particular emphasis will be given to understanding the rhetoric of quantitative and qualitative research. The course is appropriate for students considering a dissertation proposal in intercultural studies as well as for students wishing to become knowledgeable in this area. A weekly seminar will focus on design and methodology in multicultural research. Students are required to demonstrate mastery of at least one area of research related to multicultural studies. They will review, analyse, and redesign representative studies in the multicultural literature. It is expected that for many students the review and research design will lead to the development of thesis proposals .
P. Gamlin

3235 F,S,H Current Developments in Psychoanalysis: Self Psychology

This course focuses on the work of current psychoanalysts whose orientation is self psychology and the theory of intersubjectivity. Authors include Kohut, Basch, Stolorow, Wolf, Brandchaft, and Schwaber. Topics include empathy, intersubjectivity, transferences and countertransferences in the treatment of disorders of the self, and treating difficult patients. The course will be useful to those who plan to counsel students in an educational setting.
Staff

3236 F,S,H Use of Guided Imagery in Counselling and Psychotherapy

This is an advanced-level course for students in Counselling programs. Students will study the principles and laws of imagery and receive practice and supervision in using Guided Imagery as a therapeutic tool. A background in Psychosynthesis or a familiarity with imagery as a tool for learning is essential.
Prerequisite: 1250F,S,H, or permission of instructor.
Staff

3237 F Recent Advances in Cognitive Development

This seminar will focus on contemporary theories of cognitive development. One or more classes of theories or general models will be selected each term. Changes in children's abilities and behaviors will be related to underlying changes in information processing and cognitive structure.
Prerequisite: 1237F or its equivalent, or permission of instructor.
M. Lewis

3238 F,S,H Special Topics in Applied Psychology

Description as for 1238F,S,H.

3240 F,S,H Projective Techniques

An advanced course in nonverbal projective techniques, with an emphasis on the Differential Diagnostic Technique.
O. Weininger

3241 Y Advanced Practicum in Diagnostics and Psychotherapy

This course focuses on psychodiagnosis and psychotherapy, both of which contain theoretical and practical aspects.
Prerequisite: Students must have permission of the instructor. They must also have completed 1224F,S,H and be taking or have completed 3240F,S,H.
O. Weininger

3242 S Interpretive Analysis of Biographies: Implications for Education

Through aspects of interpretive inquiry, which requires a reconciliation between the world of researcher and the world of "other" studied, qualities of biographical discourse as found in life-speaking and life-writing will be reconceptualized and demonstrated.
V. Darroch-Lozowski

3243 F,S,H Fundamentals of Psychoanalysis: Part I

This course examines classical psychoanalytic theory and technique through a reading and discussion of Freud's introductory lectures, many of his most important cases, his papers on technique, and other sources on technique. Parts I and II are appropriate for master's and doctoral students planning to assess or treat adults or children in an educational setting.
M. N. Eagle

3244 F,S,H Fundamentals of Psychoanalysis: Part II

This course deals with object relations theory and the beginnings of self psychology in psychoanalysis. The authors read and discussed include Balint, Fairbairn, Guntrip, Kernberg, Klein, Kohut, Mahler, Miller, Suttie, and Winnicott.
M. N. Eagle

3252 F,S,H Individual Reading and Research in Applied Psychology: Doctoral Level

Description as for 1252F,S,H.

3264 F Perspectives in Qualitative Research: An Overview of Methods and Issues: Part I

Students in this course will have an opportunity to explore a variety of "alternative" research approaches, and to consider theoretical assumptions and procedural, technical, and ethical issues associated with each. Among the perspectives to be studied in the first half are phenomenology, symbolic interactionism, hermeneutics, participatory research, and ethnomethodology.
A. Cole

3265 S Perspectives in Qualitative Research: An Overview of Methods and Issues: Part II

This course is a continuation of 3264. In the second term, we sharpen our focus to study the methods of life history, narrative, biography, collaborative action research, and ethnography. Although the focus is on inquiry into teaching and classroom life, it is intended that the course also be relevant to those in other fields of inquiry.
The course is required for doctoral students in the Focus on Teaching program. Permission of instructor is required for students in other programs.
A. Cole

3266 F,S,H Seminar: Applications of Psychological Analysis and Research Methods

An analysis of selected educational problems from a psychological perspective. It is anticipated that students will present specific problems or issues in the field that will be analysed from a variety of theoretical, methodological, and practical viewpoints. Specifically, these student presentations are intended to lead to the development of thesis proposals.
Required for doctoral students in the Focus on Teaching program; permission of instructor required for other doctoral students.
Staff

3268 F,S,H Early Educational Intervention: Theory and Practice

This course will examine the theory and rationale for early intervention for at-risk infants and preschool children and the models of early intervention that have evolved. Family variables and family involvement in intervention programs will be covered, as will issues of identification and evaluation.
Staff

3286 F,S,H Developmental Neuropsychology

Introduction to the theoretical foundations of hemispheric asymmetries in function. The main purpose is to study current research and theoretical issues in development and in learning disabilities. The course focus is on basic research, but emphasis will also be given to implications for assessment and teaching.
J. Kershner and L. Siegel, Regular Session

3287 S Cognitive Science Applied to Exceptional Learners

This course uses the conceptual framework of cognitive science to study the processing problems underlying various types of exceptional learning. It will consider processing problems in areas of perception, memory, problem-solving, and metacognition from both an information-processing and a cognitive science point of view. It will also explore the "new look" in cognitive science—parallel distributed processing (PDP)—as an alternative conceptualization for how the brain works. The course is suitable for master's and doctoral students in Applied Developmental Psychology, Applied Cognitive Science, and School and Child-Clinical Psychology.
P. Lindsay, Regular Session

3292 F,S,H Psychoeducational Assessment: Advanced Level

Students employ a combination of formal psychological and educational testing and ecological and dynamic assessment approaches to assess children and adults referred to the OISE Psychoeducational Clinic because of learning problems. Psychoeducational assessment is conceptualized as embedded in a counselling process wherein the contributions of clients, parents, and teachers are included in the diagnostic formulation; the goal is to enable them to achieve greater understanding of the nature of the learning problems and effec-

tive intervention approaches. This course is intended for students with backgrounds in either psychology or special education.
Prerequisite: 1216 or 4271 or 4292, or equivalent.
L. Siegel and J. Wiener, Regular Session

SPECIALIZATION IN ADAPTIVE INSTRUCTION

4271 Y Assessment and Programming for Written Language Difficulties

This full-year course is designed to bring theory and practice together in the area of reading, spelling, and writing difficulties. A practicum component involves implementing a theory-based assessment and remediation model (with students of all ages), report writing, and consultation with teachers and parents. The course is intended to be useful in the training of psychometrists/psychologists, special education and curriculum consultants, and classroom and resource teachers.
This course is normally limited to students in the Applied Developmental and School and Child-Clinical Psychology programs and to students in the Adaptive Instruction specialization in the Department of Curriculum.
D. M. Willows, Regular Session (after hours) and Summer Session

4275 F,S Technology for Developmental Diversity and Adaptive Instruction

This course will examine the potential of microcomputer-based technology in various types of learning environments. The focus is on the use of technology as a tool to increase the teacher's ability to handle a wide range of student learning needs in mainstreamed classrooms. The course is suitable for students in the departments of Curriculum and Applied Psychology who are using or are considering using computers in the classroom.
P. Lindsay, Regular Session; staff, Summer Session

4276 F,S,H The Resource Consultant: Skills in Classroom Consultation (Pass/Fail)

This course will cover concepts in collaborative and other forms of consultation in the cycle of assessment and programming. The role of the consultant will emphasize indirect service to pupils by supporting regular classroom teachers. A practicum in consultation will be included. Candidates should have work experience in educational consultation and be familiar with concepts in curriculum-based assessment, program planning, and integration.
A. Jordan, Regular Session and Summer Session

4280 F,S,H Issues in Adaptive Instruction

A critical analysis of current issues related to philosophy, practice, administration, mainstreaming and integration, and instructional and classroom adaptations.
A. Jordan, C. R. Musselman, and staff, Regular Session and Summer Session

4283 F,S,H Psychology and Education of the Gifted

The identification and the intellectual, social, and emotional development of the gifted; educational programs in regular and special classes.
D. Keating, Regular Session and Summer Session

4287 F,S,H Classroom-Based Counselling Approaches

A major aspect of adapting instruction for students with special needs is counselling students and parents. This course will consider those counselling approaches that are appropriate for teachers in schools and in postsecondary and treatment settings. A variety of techniques including social skills

training, crisis intervention, and group counselling will be discussed.
J. Wiener, Regular Session

4288 F,S,H Reflective Teaching and Analysis of Instruction

This course is designed to develop students' awareness of, reflection about, and evaluation of their own professional knowledge and skills in relation to work with a variety of learners, and their skills in analysing instruction and related work (individual and systemic).
U. Shafrir, Regular Session and Summer Session

4291 F,S,H Special Topics in Applied Developmental Psychology and Adaptive Instruction: Master's Level

A course designed to permit the study (in a formal class setting) of specific areas not already covered in the courses listed for the current year. (This course does not fulfil the purpose of 4295F,S,H, which is normally conducted on a tutorial basis.) A variety of courses may be offered under this category. For further information, see the course schedules available in early March.
Staff, Regular Session and Summer Session

4292 F,S,H Assessment for Instruction

Critical analysis of assessment procedures including psychometric tests, curriculum-based assessment, and dynamic assessment and of the function of assessment in relation to adaptive instruction. A practical component is included.
T. W. Humphries, A. Jordan, H. Silverman, and J. Wiener, Regular Session and Summer Session

4293 F,S,H Interpretation of Research in Applied Developmental Psychology and Adaptive Instruction

Introductory course in the critical evaluation of research reports and in elementary research methods. Emphasis is given to research as a mode of critical inquiry, research design in mainstream and special education settings, and the importance of theory development in both basic and applied research.
E. Geva, J. Kershner, P. Lindsay, C. R. Musselman, and L. Siegel, Regular Session and Summer Session

4294 F,S,H Classroom Adaptations and Instructional Strategies

Students will become knowledgeable about components of adaptive instruction, principles involved in evaluating instructional materials, and understanding remedial/developmental approaches.
E. Geva, A. Jordan, and J. Wiener, Regular Session and Summer Session

4295 F,S,H Individual Reading and Research in Applied Developmental Psychology and Adaptive Instruction: Master's Level

Specialized study, under the direction of a faculty member, focusing on topics that are of particular interest to the student but are not included in available courses. Although this course may be taken for other purposes, it is the vehicle through which the MRP requirement is fulfilled. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.
Staff, Regular Session and Summer Session

4296 F,S,H Reading and Reading Difficulties

The purpose of the course is to meet regular classroom teachers' needs in diagnosing and remediating children's reading problems. Half of the course will be devoted to learning diagnostic techniques, testing, and diagnosing children. The other half will be devoted to designing materials to meet specific remedial needs. Emphasis will be placed upon implementation of the remedial materials in actual classroom situations, and on the strategies used by expert and novice readers.
Staff, Regular Session

RESEARCH SEMINARS AT THE DOCTORAL LEVEL

5280 F,S,H Research Seminar and Thesis Planning in Applied Developmental Psychology and Adaptive Instruction

Study and interpretations of research relevant to the student's doctoral thesis. Prerequisite: Permission of instructor.
E. Geva, J. R. Kershner, L. Siegel, and K. E. Stanovich, Regular Session

5283 H Applied Developmental Psychology: Research and Methods

The course focuses on current research and methods in the emerging field of applied developmental psychology, including experimental, differential, developmental, and intervention approaches. Students will develop research expertise through work on their own projects and will broaden their understanding of the field through seminar discussion. Prerequisite: One graduate course in quantitative analysis, and permission of instructor.
D. Keating, Regular Session

5295 F,S,H Individual Reading and Research in Applied Developmental Psychology and Adaptive Instruction: Doctoral Level

Specialized study, under the direction of a faculty member, focusing on topics that are of particular interest to the student but are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.
Staff, Regular Session and Summer Session

5298 F,S,H Special Topics in Applied Developmental Psychology and Adaptive Instruction: Doctoral Level

A course designed to permit study (in a formal class setting) of specific areas not already covered in the courses listed in the current year. (This course does not fulfil the purpose of 5295 F,S,H, which is normally conducted on a tutorial basis.) For further information, see the course schedules available in early March.
Staff, Regular Session and Summer Session

In addition to the courses listed above, the following four courses in the Department of Curriculum are also included in the Adaptive Instruction specialization:

1310 F,S,H Language Arts in Primary Education

An analysis of the components of language arts programs in the early years. The course will focus on reading and writing development in preschool and primary education, and will include a wide range of methods and materials of instruction, child- and teacher-centred philosophies, reading in the content areas, testing growth in reading.
D. M. Willows, Regular Session (after hours) and Summer Session

1311 F,S,H Reading and Language Comprehension

A survey of the cognitive, perceptual, and linguistic processes fundamental to the development of reading. Recommended as a basis for all courses pertaining to the study of reading.
D. M. Willows, Regular Session (after hours) and Summer Session

1381 F,S,H Reading in a Second Language

This course will provide the student with a better understanding of current issues in reading in a second language (L2) by focusing on theoretical and practical questions. Theories and research on reading in a first language (L1) will be examined for their relevance to reading comprehension in L2. A cognitive developmental approach will be used to examine the applicability of research findings on topics such as: background knowledge; text structure; comprehension strategies; study strategies; cultural differences; and

reading in various content areas. Students will be encouraged to develop their own research questions and to apply these to practical L2 reading contexts.
E. Geva, Regular Session

3310 F,S,H Research Seminar in Reading
This course is designed to survey current models of reading and reading acquisition. The focus is on basic research on reading, particularly that deriving from perspectives in cognitive and developmental psychology. The course will cover basic methods and theoretical principles of cognitive psychology most relevant to models of the reading process. Students will conduct an in-depth analysis of a specific research problem related to reading theory.
K. E. Stanovich, Regular Session

CURRICULUM

Merlin W. Wahlstrom, Ph.D. (Alberta)
Professor, and Chairperson of the Department
(applications of technology and research to curriculum; student and program evaluation; adaptive instruction)

Admission inquiries should be directed to:
Normand J. Frenette, Ph.D. (Montréal), Associate Professor, and Graduate Studies Academic Secretary
(general curriculum; cultural determinants of the curriculum; development of curriculum policy; minority education; Franco-Ontarian studies)

Johan L. Aitken, Ph.D. (Toronto)
Professor, cross-appointed from the Faculty of Education, University of Toronto, and the Joint Centre for Teacher Development
(teacher education and development; literary theory, language, and literature across the curriculum, including children's literature and English and textual studies at all levels)

J. Patrick B. Allen, Ph.D. (Essex)
Associate Professor
(linguistic theory; educational linguistics of English; curriculum design and methodology; English as a second language)

Deanne Bogdan, Ph.D. (Toronto)
Associate Professor, cross-appointed from History and Philosophy of Education

David Booth, M.Ed. (Durham)
Professor, cross-appointed from the Faculty of Education, University of Toronto
(drama in education; interdisciplinary arts education; teacher education)

Stacy Churchill, Ph.D. (London), Diplômé de l'Institut d'Études Politiques (Paris)
Professor
(analysis and development of educational policies and programs; minority education; Franco-Ontarian studies; international, multicultural, and human rights education)

Rina S. Cohen, Ph.D. (Ottawa)
Associate Professor
(integrating computers in elementary and secondary curricula; implementation and teacher training issues; mathematical microworlds for children; mathematics education; calculators and computers in the mathematics classroom; intelligent tutoring systems)

F. Michael Connelly, Ph.D. (Chicago)
Professor, and Director, Joint Centre for Teacher Development
(personal-practical knowledge, narrative research methods, and stories of experience with reference to classroom studies, teacher thinking, and policy implementation; scientific inquiry as a basis for science curriculum)

Alister Cumming, Ph.D. (Toronto)
Associate Professor, and Head, Modern Language Centre
(English as a second/foreign language; language learning; instruction and curriculum; writing in second languages; evaluation; applied cognitive science)

James P. Cummins, Ph.D. (Alberta)
Professor
(multiculturalism and minority language education; bilingual education;

psycholinguistics; language and the school curriculum; critical pedagogy)

Marcel Danesi, Ph.D. (Toronto)
Professor, cross-appointed from the Department of Italian Studies, University of Toronto
(heritage languages; bilingualism; applied psycholinguistics; second-language teaching methodology; materials development)

Lynn E. Davie, Ph.D. (Wisconsin)
Professor, cross-appointed to Adult Education
(instructional design in distance education; computer applications; computer-supported qualitative analysis; adult learning)

C. T. Patrick Diamond, Ph.D. (Queensland)
Professor, cross-appointed from the Faculty of Education, University of Toronto, and the Joint Centre for Teacher Development
(life history, narrative, and repertory grid research methods; personal construct theory; teacher knowledge and development; classroom studies)

John A. Eisenberg, A.M. (Pennsylvania)
Professor, cross-appointed from History and Philosophy of Education

Grace Feuerverger, Ph.D. (Toronto)
Assistant Professor, cross-appointed from the Joint Centre for Teacher Development
(multicultural perspectives in teacher education; ethnic identity maintenance and language learning; attitudes toward heritage language learning; cultural and linguistic diversity in the classroom)

Diane Gérin-Lajoie, Ph.D. (Toronto)
Assistant Professor, and Associate Head, CREFO/CFOS
(Franco-Ontarian education; qualitative analysis; gender and education; multiculturalism and French language education; curriculum policy; school and society)

Esther Geva, Ph.D. (Toronto)
Associate Professor, cross-appointed from Applied Psychology

Gila Hanna, Ph.D. (Toronto)
Professor
(data analysis and statistics; mathematics education)

Birgit Harley, Ph.D. (Toronto)
Associate Professor
(theory and methodology of second-language teaching; curriculum development and design; second-language acquisition research)

Derek Hodson, Ph.D. (Manchester)
Professor
(history, philosophy, and sociology of the science curriculum; school-based assessment and curriculum evaluation strategies; concept development in science technology)

Anne Jordan, Ph.D. (Toronto)
Associate Professor, cross-appointed to Applied Psychology
(policies and practices in special education delivery; teacher development through collaborative consultation and resource support)

Brent S. Kilbourn, Ph.D. (Toronto)
Associate Professor, cross-appointed from the Joint Centre for Teacher Development
(analysis of teaching; classroom interaction; pedagogical knowledge; professional development; science education)

Normand Labrie, Ph.D. (Laval)
Assistant Professor, and Associate Head, CREFO/CFOS
(sociolinguistics; language planning; minority-language issues; bilingualism)

Sharon Lapkin, Ph.D. (Toronto)
Associate Professor
(French as a second language research; bilingual education; second-language writing; language assessment)

Malcolm A. Levin, Ed.D. (Harvard)
Associate Professor, and Assistant Director (Academic), OISE, cross-appointed from History and Philosophy of Education

Peter Lindsay, Ph.D. (Toronto)
Associate Professor, cross-appointed from Applied Psychology, and cross-appointed to the McLuhan Program in Culture and Technology, University of Toronto

Robert K. Logan, Ph.D. (Massachusetts Institute of Technology)
Associate Professor, cross-appointed from the Department of Physics, University of Toronto
(the effect of computers on learning, teaching, and social interactions in classrooms; applications of computers in science education; literacy and communication theory)

Leslie D. McLean, Ph.D. (Wisconsin)
Professor, cross-appointed to Field Services and Research as Head (Sponsored Research)
(data analysis; evaluation; assessment of achievement)

Robert S. McLean, Ph.D. (Carnegie-Mellon)
Associate Professor
(the Internet; computer technology; curriculum uses of computers; instrumentation; software development; virtual reality)

Jack Miller, Ph.D. (Toronto)
Professor, and Head, OISE Niagara Centre
(holistic education; curriculum orientations; values education; global education)

Robert J. Morgan, Ph.D. (Toronto)
Associate Professor
(cultural studies and critical pedagogy; media education; critical theory and history of English studies; cultural theory)

G. Philip Nagy, Ph.D. (Alberta)
Associate Professor
(measurement; evaluation; data analysis)

Shizuhiko Nishisato, Ph.D. (North Carolina)
Professor
(psychometrics and analysis of categorical data (dual scaling))

William P. Olivier, Ph.D. (Texas)
Associate Professor
(development of curriculum materials, systems, and languages for computer-assisted instruction/training and interactive multimedia; research in instructional and media design; expert systems)

H. Howard Russell, Ed.D. (Toronto)
Professor Emeritus
(evaluation and curriculum; classroom studies)

Marlene Scardamalia, Ph.D. (Toronto)
Professor
(research on cognitive processes, intentional learning, and the design of computer-supported intentional learning environments)

David Selby, Ph.D. (Birmingham)
Professor, cross-appointed from the Faculty of Education, University of Toronto (Director, International Institute for Global Education)
(global education; human rights education; humane education; environmental education)

Linda Siegel, Ph.D. (Yale)
Professor, cross-appointed from Applied Psychology

Roger I. Simon, Ph.D. (Yale)
Professor
(critical pedagogy and cultural studies; ideological analyses of text and discourse; implications of popular culture for curriculum development and teaching)

Keith E. Stanovich, Ph.D. (Michigan)
Professor, cross-appointed from Applied Psychology

Edmund V. Sullivan, Ph.D. (Syracuse)
Professor, cross-appointed to Adult Education
(global ecological education; critical pedagogy; holistic education; community development)

Merrill K. Swain, Ph.D. (California at Irvine)
Professor, cross-appointed to the Department of Linguistics, University of Toronto
(applied linguistics, psycholinguistics; bilingualism and bilingual education; L2 classroom research)

Ross E. Traub, Ph.D. (Princeton)
Professor
(educational measurement and evaluation)

Joel Weiss, Ph.D. (Chicago)
Associate Professor
(curriculum studies; program evaluation; research and professional practice; social policy analysis; relationships between school and non-school environments such as museums, work, homes)

C. Gordon Wells, Ph.D. (Bristol)
Professor
(language development both spoken and written; language, literacy, and learning across the curriculum; classroom interaction; discourse analysis; sociocultural theory; collaborative research with teachers)

Joyce A. Wilkinson, Ph.D. (Minnesota)
Associate Professor
(interdisciplinary arts education, holistic arts therapies, and arts teacher education, specifically in elementary/early childhood; multicultural, gifted, and special education)

Dale M. Willows, Ph.D. (Waterloo)
Associate Professor, cross-appointed from Applied Psychology

CROSS-APPOINTED FROM THE OFFICE OF FIELD SERVICES AND RESEARCH:

Lynne Hannay, Ph.D. (Ohio State)
Associate Professor, and Head, OISE Midwestern Centre
(curriculum processes; school-based curriculum development; professional development; action research)

John A. Ross, Ph.D. (McMaster)
Professor, and Head, OISE Trent Valley Centre
(curriculum development; school change; program evaluation)

Wayne Seller, M.Ed. (Lakehead)
Project Director and Head, OISE Northwestern Centre, and Field Centre Division Head
(curriculum implementation and evaluation; coaching as an implementation strategy)

Marielle G. Simon, Ph.D. (Toronto)
Assistant Professor, and Head, OISE Ottawa Valley Centre
(language; teaching resources; EFL, FSL, ESL; policy studies around delivery of language education)

Elizabeth M. Smyth, Ed.D. (Toronto)
Project Director, OISE Northwestern Centre
(curriculum development for gifted learners; historical evolution of curriculum in the secondary schools of Ontario; gender issues; development and delivery of curriculum at the secondary school level)

ASSOCIATED INSTRUCTORS:

Steve Anderson, Ph.D. (Toronto)
Assistant Professor, Faculty of Education, University of Toronto

Michael Fullan, Ph.D. (Toronto)
Professor, and Dean, Faculty of Education, University of Toronto; see faculty listing in Sociology in Education

Donald Rutledge, M.A., M.Ed. (Toronto)
Educational consultant

Harvey A. Skinner, Ph.D. (Western Ontario)
Professor, Department of Community Health, University of Toronto

Dennis Thiessen, Ph.D. (Syracuse)
Professor, and Associate Dean, Academic, Faculty of Education, University of Toronto

Richard G. Wolfe, B.A. (Wisconsin)
Project Director, and Head of Computing Services Group
(data analysis and statistics; research and school applications of computers; achievement surveys)

PROFESSORS EMERITI:

Donald F. Burrill, Ph.D. (Cornell)
Chester D. Carlow, Ph.D. (Syracuse)
Richard Courtney, B.A. (Leeds), F.R.S.A
Peter J. Evans, M.Ed. (Toronto)
Sar B. Khan, Ph.D. (Florida State)
Garnet L. McDiarmid, Ph.D. (Syracuse)
Ronald G. Ragsdale, Ph.D. (Wisconsin)
Frederick B. Rainsberry, Ph.D. (Michigan State)
Floyd G. Robinson, Ph.D. (Alberta)
George S. Tracz, Ph.D. (Toronto)

Applications for full-time study in all degree programs in the Department of Curriculum, and for new part-time applicants, must be submitted by *January 15.*

Continuing students must submit pre-enrolment forms for course selection as soon as possible but certainly by *April 13.* While pre-enrolment forms will be received after April 13, maximum enrolment may have been reached in many courses well before this date.

PROGRAMS

The Department of Curriculum offers programs of study leading to M.Ed., M.A., Ed.D., and Ph.D. degrees of the University of Toronto. The department is a forum for systematic reflection on the substance (subject matter, courses, programs), purposes, and practices used for bringing about learning in educational settings. We are concerned with such fundamental issues as: What should be studied? why? by whom? in what ways? and in what settings? Reflection upon such issues involves an interplay among the major components of education: subject matter, learning, teaching, and the larger social, political, and economic contexts as well as the immediate instructional situation.

Each of these components also needs to

be considered from a number of different perspectives, both singly and in relationship to each other: conceptual frameworks, educational practices, and research/inquiry. The conceptual frameworks perspective helps us to understand curricular problems by reference to, and comparisons among, various theories that bear on curriculum. The educational practices perspective affords us the opportunity to view curricular issues with the benefit of the accumulated knowledge of educational practitioners. The research/inquiry perspective is useful in seeking systematic solutions to curricular problems. All of these perspectives will be viewed through each individual's personal experiences and orientations.

As practised in this department, therefore, the study of curriculum involves the consideration of issues and factors influencing the conceptualization, design, implementation, and evaluation of the curriculum through an examination of learning and teaching situations, instructional practices, the organizational structure of institutions, policy-making, and materials used in formal and informal educational programs. The resources of other disciplines, including philosophy, the social and behavioral sciences, and communications theory, are used to examine the relationships between curriculum, the nature of knowledge, and the dynamics of communication in the context of learning and teaching situations. Appropriate research skills are developed through coursework within the department.

Two specific programs within the department—Computer Applications and Measurement and Evaluation—represent complementary aspects of curriculum development and evaluation.

Some programs and specific courses within the department may highlight a particular component of curriculum: for example, subject matter in the form of language, the arts, or other school program areas. Or, for example, some may highlight a particular perspective, such as evaluation methods in educational practice. Nevertheless, although students may concentrate in a particular area, we actively promote a concern for the interplay among the various educational components and perspectives. For example, a student might study the conceptualization of language or the arts as instructional media, as they relate to the various components of curriculum, or concentrate upon the effects of political, social, and economic theory on what is taught and to whom. The department believes that there is an inextricable link between theory and practice and actively promotes reflexivity between the two. Thus, students interested in educational practice learn to adopt this perspective with a reflective stance, and those with conceptual interests to cultivate the ability to contextualize curricular phenomena. These links between conceptual frameworks, educational practices, and research/inquiry are very much a feature of thesis work within the department.

Within this common framework, most students will wish to develop an area of specialization. To this end, each student should plan his or her program of study in consultation with the advisor, in the light of background, interests, and career intentions. However, it is important that an intended area of specialization be indicated at the time of application so that an appropriate match can be made between student and advisor. (Interests of individual faculty members are noted above.)

The following areas of specialization are currently supported within the department.

Adaptive Instruction

Adaptive Instruction is an interdepartmental specialization between the Department of Applied Psychology and the Department of Curriculum. It is concerned with issues such as:

—individual differences in the classroom: the study of delivery models, the resources to support teachers, individual differences in learning and development, and the adaptation of instruction to meet the needs of children in the classroom;

—reading and reading disability: classroom-based aspects of reading, reading disability, reading in a second language, and research in the acquisition of normal and exceptional reading abilities.

Note that the courses included in the Adaptive Instruction specialization are identified by 4000 (master's level) and 5000 (doctoral level) numbers.

For details and course descriptions, see the Adaptive Instruction section in the course listings of this department (page 152) or in the Department of Applied Psychology program descriptions under the heading "Focus on Applied Developmental Psychology," as well as the overall description in the section "Interdepartmental Specializations." (Geva, Jordan, Lindsay, Siegel, Stanovich, Willows)

Computer Applications

For description see page 135.

Critical Pedagogy and Cultural Studies

Students concentrating their studies in this area will be exploring issues of how social justice, diversity, and community may be addressed and enhanced by a broad range of educational practices in schools as well as in other sites of cultural work. Emphasis is given to social, cultural, and pedagogical theory as resources engaging with the work of social transformation. Interests of students currently enrolled in this area include: pedagogical responses that support the positive recognition of social differences such as race, class, gender, sexuality, and ethnicity; analysis of existing and formulation of alternative representational practices in literary work, history, art, and modern media; education for environmental sustainability; First Nations education; the impact of new technologies on education and their implication for education. (Cummins, Gérin-Lajoie, Morgan, Simon, Weiss)

Curriculum Studies

This focus has as its purpose the development of critical frameworks for the examination of broader curricular issues such as what the curriculum should contain, the relation of schools to society, the relationship between teaching and learning, and the conditions for structuring curriculum. Applications are made to differing conceptions, practices, and forms of inquiry. (Connelly, Frenette, Miller, Russell, Simon, Wahlstrom, Weiss)

Educational Practices

Concerned with methods for improving the school curriculum, including policy- and decision-making, design, implementation, evaluation, consultancy. (Churchill, Hannay, Miller, Ross, Russell, Smyth, Wahlstrom, Weiss)

Holistic Education

This focus is based in holism, or the concept of an interconnected reality. Holistic education attempts to facilitate connectedness within the curriculum and within students. A particular emphasis within the program is the connection between one's inner life and the external world. Courses in this program focus on creativity, contemplation, imagery, the arts, values and worldviews, the role of science and technology, and experience-based approaches to language and learning. (Booth, Courtney, Hodson, Miller, Wells, Wilkinson)

Language, Literacy, and Literature across the Curriculum

This area is concerned with the role of language both as text and as process in relation to the curriculum as a whole. (Booth, Simon, Wells, Willows)

Learning in Non-School Environments

The focus is on learning in everyday settings, such as the home, the workplace, and community cultural institutions (e.g., museums). The links with schools, in the form of cooperative education programs and field trips, are of particular interest. (Morgan, Simon, Weiss)

Measurement and Evaluation

For description, see page 136.

Second-Language Education

Studies in this area focus on curriculum, instruction, and policies for education in second, foreign, and minority languages, particularly in reference to English and French in Canada but also other languages and settings—including studies of language learning, methodology and organization of classroom instruction, language education policies, and student and program evaluation, as well as issues related to bilingualism, multilingualism, cultural diversity, and literacy. (Allen, Churchill, Cumming, Cummins, Geva, Harley, Labrie, Lapkin, Swain)

Science, Technology, and Mathematics Education

Perspectives adopted in individual courses in this area of curriculum studies combine to provide a critical framework within which to address issues of significance in contemporary international debate about the nature and purpose of education in science, technology, and mathematics at elementary, secondary, and tertiary levels. (Hanna, Hodson, Ross, Russell, Wahlstrom, Weiss)

Teacher Development

The Joint Centre for Teacher Development offers specializations in reflective practice and in improving practice, including an exploration of gender issues. A further description of this specialization, along with an expanded list of faculty, is to be found in the section "FEUT/OISE Joint Centre for Teacher Development" in this Bulletin. (Aitken, Allen, Connelly, Diamond, Feuerverger, Fullan, Hannay, Kilbourn, Miller, Wells)

Transformative Learning

For description see the "Interdepartmental Specializations" section of this Bulletin.

For more specific information on the areas of interest of faculty, see the beginning of this departmental section.

MASTER OF EDUCATION

Applicants for admission should refer to the "Application for Admission" and the "General Requirements for Admission and Degrees" sections of this Bulletin. Ordinarily students who enter this program must have a minimum of one year of professional experience. In addition, those applying for the M.Ed. program in Curriculum must submit:
1. A *statement of purpose*, which is a short, carefully prepared essay telling the admissions committee why the applicant wishes to study curriculum at the graduate level. An applicant should discuss his or her chief academic interests, professional concerns, and career plans within curriculum. The committee read

this statement to determine the kind of curriculum problem or area of study in which an applicant is most interested. It also looks for signs of his or her intellectual maturity and ability to write. The statement is an essential part of every application; an applicant who omits it will not be considered for admission.
2. *Two letters of reference*: where possible one should be from a university professor who knows the applicant's current scholarship and/or professional work.

The M.Ed. degree program in the Department of Curriculum is pursued under Option II (eight half-courses plus a research project) and will normally consist of the following courses:
(a) 1300F,S,H Foundations of Curriculum (required course for all Curriculum students at the master's level);
(b) three other half-courses chosen within the Department of Curriculum;
(c) four elective half-courses chosen according to the individual's background and interests. These may be selected from course offerings in any department of OISE, including Curriculum, or in another graduate department of the University of Toronto.

Off-Campus Courses (M.Ed. students only)

The department offers some off-campus sections of curriculum courses. These include on-site courses in various locations (e.g., Kitchener, Guelph, Peterborough) as well as courses offered in the distance learning mode. (See page 137.)

MASTER OF ARTS

Applicants for admission should refer to the "Application for Admission" and the "General Requirements for Admission and Degrees" sections of this Bulletin. Note that as of July 1, 1992, a year of full-time study is no longer required in the M.A. program in Curriculum. Ordinarily, a successful applicant will have at least two years of professional experience.

In addition to the general requirements for the M.A., those applying for the M.A. in Curriculum must submit:
1. A *statement of purpose*, which is a short, carefully prepared essay telling the admissions committee why the applicant wishes to undertake a research-oriented program in curriculum. An applicant is invited to discuss his or her chief academic interests, professional concerns, and career plans within curriculum. The committee read this statement to determine the kind of curriculum problem or area of study in which an applicant is most interested. It also looks for signs of his or her intellectual maturity and ability to write. The statement is an essential part of every application; an applicant who omits it will not be considered for admission.
2. *Two letters of reference:* where possible one should be from a university professor who knows the applicant's current scholarship and/or professional work.

Admission to the M.A. degree program normally requires mid-B standing in the final year of a four-year University of Toronto undergraduate degree or equivalent in a relevant discipline or professional program. The M.A. program consists of eight half-courses and a thesis. Additional courses may be required of some applicants.

In addition to completing the master's thesis, students in the M.A. program will normally undertake a minimum of half their coursework in this department, including 1300F,S,H Foundations of Curriculum (required course for all Curriculum students at the master's level). The remainder of their coursework may be selected from this department, from any other department of OISE, or from another graduate department of the University of Toronto, with the approval of the faculty advisor.

DOCTOR OF EDUCATION

The Ed.D. program in Curriculum is intended for established practitioners in positions that involve responsibility for curriculum design and implementation, including professional development of both pre-service and in-service teachers. The program emphasizes the relationship between theoretical perspectives and curriculum practice in order to develop intellectual leadership among promising professionals in a variety of roles in education. In general, the Ed.D. thesis concerns some aspect of curriculum that may be studied within the framework of the candidate's professional role. The program is therefore designed primarily for Ontario practitioners whose professional responsibilities lend themselves to doctoral-level study, and who can normally conduct their thesis study on the job after completing the period of full-time resident study at OISE.

Applicants for admission should refer to the "Application for Admission" and the "General Requirements for Admission and Degrees" sections of this Bulletin. The Qualifying Research Paper or its equivalent, referred to in the latter section, must be completed before coursework for credit in the Ed.D. program is begun. However, the paper need not be completed at the time of application. In general, the Department of Curriculum's view of a Qualifying Research Paper is consistent with the guidelines contained in the *OISE Guidelines for the QRP.*

To permit an accurate assessment of the degree of equivalence that exists between an applicant's master's program and a master's program in Curriculum at OISE, course descriptions of all graduate courses relevant to a focus within the Department of Curriculum should be submitted with the application. A copy of the master's thesis may be requested if one has been completed.

Departmental Requirements

In addition to the general admission requirements for the Ed.D. outlined in the "General Requirements" section, the Department of Curriculum specifies the following:

(a) The applicant must have had at least three years of successful professional experience in education, including curriculum experience beyond individual classroom planning.

(b) The applicant must submit a *statement of purpose*, which is a short, carefully prepared essay telling the admissions committee why the applicant wishes to undertake a professional doctoral program in curriculum. An applicant should specify the interests or problems to be pursued during his or her period of study. Prior research and development experiences should be briefly described. This statement is an essential part of every application; the applicant who omits it will not be considered for admission.

(c) Every applicant is required to submit *two letters of reference*: where possible one should be from a university professor who knows the applicant's current scholarship and/or professional work.

Program and Pattern of Study

Each program of study, which normally consists of a minimum of eight half-courses, four of which will normally be taken in the Department of Curriculum, is tailored individually. It is highly recommended that the student take at least one course on research methodology.

The Department of Curriculum requires a minimum of two terms of full-time study in the Regular Session, normally taken consecutively (i.e., a fall term and the next spring term, or a spring term and the next fall term).

An Ed.D. comprehensive examination is required.

The thesis study is carried out in the professional situation to which the candidate returns, and sustained contact with the thesis committee is essential during this period. Candidates will typically find that about two years beyond the resident study is required to produce an acceptable thesis.

DOCTOR OF PHILOSOPHY

The Ph.D. program in Curriculum is intended primarily as preparation for academic positions in universities, and demands a strong commitment to curriculum research. Ordinarily, students who enter this program have a minimum of two years of professional experience.

Applicants for admission should refer to the "Application for Admission" and the "General Requirements for Admission and Degrees" sections of this Bulletin. In general, the Department of Curriculum's view of a Qualifying Research Paper (see the latter section) is consistent with the guidelines contained in the *OISE Guidelines for the QRP*.

To permit an accurate assessment of the degree of equivalence that exists between an applicant's master's program and a master's program in Curriculum at OISE, course descriptions of all graduate courses relevant to a focus within the Department of Curriculum should be submitted with the application. A copy of the master's thesis may be requested if one has been completed.

Departmental Requirements

In addition to the general admission requirements for the Ph.D. outlined in the "General Requirements" section, the Department of Curriculum specifies the following:
(a) A *statement of purpose*, which is a short, carefully prepared essay telling the admissions committee why the applicant wishes to undertake training in research. An applicant should specify the interests or problems to be pursued during his or her period of study. Prior research and development experiences should be described. This statement is an essential part of every application; the applicant who omits it will not be considered for admission.
(b) *Two letters of reference*: where possible one should be from a university professor who knows the applicant's current scholarship and/or professional work.

Program and Pattern of Study

In addition to the major thesis, a comprehensive examination, and other requirements as described in the "General Requirements" section, the normal pattern of study for this degree is as follows:
(a) a major in curriculum, consisting of four half-courses. It is highly recommended that the student take at least one course on research methodology;
(b) a minor in this or another department of OISE, consisting of two half-courses to be selected.

THE MODERN LANGUAGE CENTRE

The Modern Language Centre is within the Department of Curriculum and its faculty members offer courses in first- and second-language education. Although many courses appropriate to such study are offered within the Department of Curriculum and other departments in OISE, it is possible for students in this Centre to take some coursework in the graduate Department of Linguistics of the University of Toronto or in language departments in the School of Graduate Studies at the University of Toronto. Students should consult the current Calendar of the School of Graduate Studies for information concerning these courses.

COMPUTER APPLICATIONS PROGRAM

CORE FACULTY

William P. Olivier, Program Coordinator
Rina S. Cohen, Graduate Studies Academic Secretary
Lynn E. Davie
Robert K. Logan
Robert S. McLean
Marlene Scardamalia
Richard G. Wolfe

The M.Ed. and Ed.D. programs are designed for the practising educator who wishes to acquire knowledge and skills in computer applications, with emphasis on applying these to education. Students newly admitted to the M.Ed. degree program are required to pursue Option II ordinarily (eight half-courses plus a research project/paper); see the M.Ed. program in the "General Requirements for Admission and Degrees" section of this Bulletin. See that section also for M.A., Ed.D., and Ph.D requirements.

Candidates registered in a doctoral program will be required to take a comprehensive examination during the program. The M.A. and Ph.D. programs emphasize more theoretical concerns of these fields. The M.A. program requires two terms of full-time study in the Regular Session. The terms need not be undertaken consecutively.

In order to acquire depth in a field of specialization students in each degree program (M.Ed., M.A., Ed.D., or Ph.D.) must take at least four half-courses in their area of specialty.

Students are expected to have an account on the OISE VAX computer and to learn to use e-mail, the PARTI conference system, and specialized software (e.g., statistics packages) relevant to various courses. Some courses utilize a range of microcomputers. Students using their own computer(s) must be able to transfer files to and from the VAX (free software available).

The Computer Applications specialty develops knowledge and skills in the application of computers in instruction, research, and administration. At the master's level, course 1503 provides foundation knowledge. Specific areas of applications and methodology follow in other 1500-level courses. Skills in selected kinds of computer programming and in the use of computers will be required for some courses in computer applications.

M.A. and Ph.D. programs develop skills in applied behavioral research in which computer methodology plays a central role. In addition to the thesis research, a typical M.A. program includes 1503, three other computer applications courses, and two half-courses in statistics and behavioral sciences appropriate to the interests of the individual student; a research course such as 1692 is strongly encouraged. In the doctoral program, the proseminar 3522 is required, normally as the first course, and at least four doctoral-level courses will ordinarily be required.

For admission requirements, see page 137.

MEASUREMENT AND EVALUATION PROGRAM

CORE FACULTY

Ross E. Traub, Program Coordinator
Leslie D. McLean, Graduate Studies Academic Secretary
Stacy Churchill
Gila Hanna
G. Philip Nagy
Shizuhiko Nishisato
Marielle G. Simon
Harvey A. Skinner
Merlin W. Wahlstrom
Joel Weiss
Richard G. Wolfe

The M.Ed. and Ed.D. programs are designed for the practising educator who wishes to acquire knowledge and skills in measurement and evaluation, with emphasis on applying these to education. Students newly admitted to the M.Ed. degree program are required to pursue Option II ordinarily (eight half-courses plus a research project/paper); see the M.Ed. program in the "General Requirements for Admission and Degrees" section of this Bulletin. See that section also for M.A., Ed.D., and Ph.D. requirements.

Candidates registered in a doctoral program will be required to take a comprehensive examination during the program. The M.A. and Ph.D. programs emphasize more theoretical concerns of these fields. The M.A. program requires two terms of full-time study in the Regular Session. The terms need not be undertaken consecutively.

In order to acquire depth in a field of specialization students in each degree program (M.Ed., M.A., Ed.D., or Ph.D.) must take at least four half-courses in their area of specialty.

Students are expected to have an account on the OISE VAX computer and to learn to use e-mail, the PARTI conference system, and specialized software (e.g., statistics packages) relevant to various courses. Some courses utilize a range of microcomputers. Students using their own computer(s) must be able to transfer files to and from the VAX (free software available).

The Measurement and Evaluation program is designed to develop knowledge and skills in quantitative and qualitative methods used in research and in evaluation. For the master's degree, the domains covered include the design of research and evaluation studies, the development of instruments and related theory, the collection and analysis of data, and statistical theory and methods.

For the doctoral degree, students are expected to specialize in either Measurement or Evaluation. The Measurement specialization is for those interested in quantitative methods and theory, including psychometric and statistical theory. The Evaluation specialization is for those interested in the evaluation of programs (including a wide range of social and educational programs) or in student evaluation (including large-scale assessments of student achievement), using both qualitative and quantitative methodologies.

Candidates entering the master's program in Measurement and Evaluation are ordinarily required to take courses 1691, 1692, 1693, 1694, and 3666. (Candidates with equivalent training in one or another of these courses may apply for an exemption.) Master's candidates who have not studied statistics at least to the level of course 1666 must take 1666 as an extra course.

Candidates for either doctoral degree in Measurement or Evaluation are expected to have taken courses 1691, 1692, 1693, 1694, and 3666 or their equivalents. Doctoral candidates lacking one or more of them are required to take them in addition to the regular doctoral program, which must include at least four 3600-level courses.

FOCUSES

Students in Computer Applications or in Measurement and Evaluation may be interested in one of the following focuses.

Applied Cognitve Science

Registrants in Measurement and Evaluation or in Computer Applications have access to the interdepartmental specialization in Applied Cognitive Science. Please refer to the description in the "Interdepartmental Specializations" section. Faculty from this department associated with this specialization are William Olivier and Marlene Scardamalia. Contact William Olivier for further information.

Instructional/Educational Technology

Students and faculty involved with this focus engage in the study and design of systematic instruction, utilizing as fully as desirable aids such as television and multimedia computers. The emphasis is on learning tasks where there are clear objectives and the need to individualize instruction, taking account of what is known about human learning and development. Opportunities are available for practical experience, but students should not expect to become specialists in the technical aspects of media and computers. Relevant courses include 1518 as a foundation, and 1501, 1505, 1509, 3503. Interested students are urged to consult William Olivier.

OFF-CAMPUS COURSES

From time to time some sections of existing courses in Computer Applications and in Measurement and Evaluation are offered off-campus. The purpose is to make some Institute courses available to people in localities far from Toronto. Admission requirements for the M.Ed. program are the same for off-campus courses as for the regular campus program.

ADMISSION REQUIREMENTS: Computer Applications and Measurement and Evaluation Programs

(a) The admission requirements for the M.Ed. degree program are outlined in the "General Requirements for Admission and Degrees" section.

(b) The usual admission requirement for the M.A. is a four-year undergraduate degree in mathematics, statistics, computer science, or a relevant social or behavioral science.

(c) Students may be admitted to the Ed.D. or Ph.D. contingent upon satisfactory completion of a Qualifying Research Paper or a master's thesis. A student's admission will be confirmed, however, only when his or her Qualifying Research Paper or master's thesis has been judged to be of sufficiently high quality to warrant admission into the doctoral program. Please consult the *OISE Guidelines for the QRP* and the admission requirements in the "General Requirements" section in this Bulletin.

(d) Applicants from outside Canada whose mother tongue is not English should note item 2(f) in the "Application for Admission" section of this Bulletin. Evidence that an acceptable level of proficiency in English has been achieved must be submitted at the time of application. The application will not be considered without it.

(e) Prospective Ed.D. candidates should not make arrangements for full-time resident study (e.g., apply for sabbatical leave) until they have been formally accepted to Ed.D. candidacy by the School of Graduate Studies of the University of Toronto. This acceptance cannot take place until the prospective candidate has met all admission requirements, including prerequisite courses (if any) and the submission of a satisfactory Qualifying Research Paper. The ideal arrangement is for Ed.D. candidates to begin their Ed.D. program on a part-time basis so that they can devote most of their resident year to their dissertation research.

COURSES

Courses are identified with the Department of Curriculum as follows:
—courses with 13, 23, or 33 as the first two digits in the course number;
—courses with 4 or 5 as the initial digit, which are in the Adaptive Instruction interdepartmental specialization;
—courses with 15 and 35 as the first two digits, which are in the Computer Applications program;
—courses with 16 and 36 as the first two digits, which are in the Measurement and Evaluation program.

Please note: The inclusion of a course description in the following section should not be taken to indicate that it will definitely be offered in any particular year. Where it is already known that a course will not be offered in any particular year, this information is shown following the course description.

1300 F,S,H Foundations of Curriculum

This is a required course for master's students. The aim of this course is to apply theory and research to the study of curriculum. The course (a) provides a language for conceptualization; (b) reviews the major themes in the literature; (c) provides a framework for thinking about curriculum change; and (d) assists students in developing critical and analytical skills appropriate to the discussion of curriculum problems.
F. M. Connelly, H. H. Russell, J. Weiss, and staff

1300 F,S,H Fondements des programmes scolaires

Le but de ce cours est d'appliquer la théorie et la recherche à l'étude des programmes d'enseignement. Le cours (1) fournit un langage propice à la conceptualisation ; (2) examine les principaux thèmes traités dans la littérature ; (3) fournit un cadre qui porte à réfléchir aux changements à apporter aux programmes d'enseignement ; et (4) aide les étudiants à développer un esprit critique et analytique approprié à la discussion des problèmes rencontrés dans les programmes d'enseignement.
Membre de la faculté à déterminer

1301 F Holistic Arts Therapies in the Creative Curriculum

This course examines holistic arts therapies in education: specifically, the theory, research, literature, and philosophy of methodology, and the place of the holistic arts therapies in the curriculum. These educational tools assist positive mental health, expression and release of emotions, personal interaction, personal and social development, and the integration of creative behavior and learning. Participants should have some background in the creative arts therapies and a clear idea of their purpose in choosing this course.
Prerequisite: Permission of instructor following a personal interview.
J. A. Wilkinson

1303 F,S,H Values and Schooling

This course deals with selected value issues in the theory and practice of schooling. Topics include: the nature of values; goals for schooling; the ethics of streaming; traditional versus "open" education; treatment of children; expectations of teachers; parental rights; compulsory schooling; indoctrination;

racial, ethnic, and class bias; sexism; and approaches to moral, religious, and political education.
C. M. Beck

1304 F,S,H Curriculum Specialization

A course designed to permit the study (in a formal class setting) of a specific area of curriculum or instruction not already covered in the courses listed for the current year. (This course does not fulfil the purpose of 1352F,S,H, which in the Department of Curriculum is normally conducted on a tutorial basis.)
Staff

1305 F,S,H Techniques for Improving Teaching

A critical review of current approaches to analysing teaching and an examination of theoretical literature on the concept of teaching. The course involves reflection on one's own teaching. Students should be currently teaching or have access to a teaching situation.
B. S. Kilbourn

1306 F,S,H Curriculum Development for Effective Teaching

This course defines and illustrates methods for completing important curriculum development tasks such as (a) identifying appropriate course and unit objectives; (b) developing useful growth schemes; (c) developing effective teaching techniques; and (d) constructing practical assessment strategies. Particular attention will be given to problem-solving skills.
J. A. Ross and staff

1307 F,S,H Writing in a Second Language

This course focuses on second-language writing, with special attention to relations between research, theory, and practice. Topics include text, psychological and social models of second-language writing instruction and learning, ways of responding to student writing, and techniques for evaluating writing.
A. Cumming and S. Lapkin

1309 F,S,H Situational Analysis of Teaching

This course concerns observing and giving feedback to teachers; it is experiential and requires that students be able to observe and work with a colleague who is currently teaching. The focus is on developing the skills of in-depth, systematic analysis of classroom teaching and the skills of sensitive, informed, one-to-one feedback. The course is particularly relevant to those with supervisory or professional development responsibilities.
Prerequisite: Permission of instructor.
B. S. Kilbourn

1310 F,S,H Language Arts in Primary Education

An analysis of the components of language arts programs in the early years. The course will focus on reading and writing development in preschool and primary education, and will include a wide range of methods and materials of instruction, child- and teacher-centred philosophies, reading in the content areas, testing growth in reading.
D. M. Willows

1311 F,S,H Reading and Language Comprehension

A survey of the cognitive, perceptual, and linguistic processes fundamental to the development of reading. Recommended as a basis for all courses pertaining to the study of reading.
D. M. Willows

1313 F,S,H Language, Literacy, and the School Curriculum

The course will be concerned with an examination of theoretical and practical issues relating to the role of language in the school curriculum. Particular emphasis will be given to literacy—its nature, development, and use. Students will be expected to carry out an

empirical inquiry on some topics arising from the course.
C. G. Wells

1315 F English at the Secondary School Level

This course emphasizes recent trends and developments in the teaching of secondary school English. In particular, movements such as reader-response theory, language across the curriculum, genre theory, whole language, and cultural studies approaches are examined. The teacher's role in contemporary debates and classroom research is explored.
R. J. Morgan

1316 F,S,H Mathematics in the School Curriculum: Elementary

A study of mathematics educational materials and common instructional practices at the primary and junior levels. A consideration of topics of current interest: computational skills in an age of microcomputers, systematic estimating, measurement, problem-solving, uses and abuses of concrete and semi-concrete materials, and motivation.
Staff

2316 F,S,H Mathematics in the School Curriculum: Secondary

A study of mathematics educational materials and common instructional practices at the intermediate and senior levels in the light of recent theories of learning and motivation and recent developments in problem-solving.
Staff

1317 F,S,H Theory of Second-Language Teaching

The first part of this course provides an introductory overall picture of language teaching theory and reviews recent and current developments of thought. The second part concentrates on the relationship between language teaching theory and some major underlying disciplines, in particular, linguistics, psychology, sociology, and educational theory.
B. Harley

1318 Y Methodology and Organization of Second-Language Teaching

This course deals with the second-language curriculum: objectives, content, materials, procedures, and evaluation. Also discussed is the organization of language teaching from preschool to adult education, including planning and teacher education.
A. Cumming, B. Harley, and staff

1319 F,S,H Research Colloquium in Applied Linguistics: Master's Level

This colloquium provides opportunities to become familiar with ongoing research and curriculum activities in second-language learning and teaching.
S. Lapkin and M. K. Swain

1320 F,S,H Science in the School Curriculum: Elementary

An analysis of elementary science curriculum organization and rationale, including a review of various contemporary approaches.
Staff

2320 F,S,H Science in the School Curriculum: Secondary

A systematic analysis of matters central to curriculum development for science in secondary schools. Topics include views of the nature of science and its purpose in schools, with corresponding implications for teaching strategy, objectives, and evaluation.
Staff

1321 F,S,H The Education of Science Teachers

An examination of problems and issues specific to pre-service and in-service education of science teachers for both elementary and secondary schools. Intended primarily for those who now have, or who expect to have, responsi-

bility in this area, either in the schools or in teacher-education institutions. Prerequisites: Permission of instructor, and either 1320F,S,H or 2320 F,S,H or equivalent.
Staff

1324 F,S,H Curriculum Issues

This course deals with special topics in the field of curriculum and permits the investigation (in a formal class setting) of issues not covered in the courses offered for the current year. The topic of the course will be arranged each year. (This course does not fulfil the purpose of 1352F,S,H, which in the Department of Curriculum is normally conducted on a tutorial basis.)
Staff

1326 F,S,H Children's Literature as a Foundation of Literate Behavior across the Curriculum

An examination of the nature and function of the study of literature and culture in elementary schools. This course is designed for experienced teachers who will develop programs, select texts, explore interpretations, and consider implications and applications for schools.
Staff

1327 F,S,H Reading and Writing in the School: Elementary

An examination of theoretical and practical issues related to the teaching of literacy, particularly writing, at the elementary school level, with special reference to the development of children's linguistic and cognitive abilities. The course will include a writing workshop and practical investigation of a classroom issue in literacy.
C. G. Wells

2327 F,S,H Reading and Writing in the School: Secondary

An examination of theoretical and practical issues related to the teaching of reading and writing in the secondary school, with particular emphasis on recent research and its implications for school policies and teaching strategies.
Staff

1331 F,S,H Current Issues in English as a Second Language

This course will consider topics relevant to the teaching of English as a second language and English as a foreign language. The course will not be designed as a series of lectures, but as a workshop based on the professional and research interests of the students in the group. Specific topics will vary depending on the students' interests, but will normally include curriculum planning and syllabus design, classroom-oriented research, the teaching of reading, writing, and oral communication skills, error analysis, pedagogic grammar, and testing.
J. P. B. Allen

1332 F,S,H Descriptive and Educational Linguistics of English

The syntax, discourse structure, and semantics of present-day English as viewed by one or more of the current models of linguistic analysis (traditional, structural, transformational, systemic) and an examination of the relevance of these descriptions to the teaching of English as a first or second language. A variety of data will be discussed, and particular attention will be paid to the theoretical perspectives that underlie current classroom practice.
J. P. B. Allen

1333 F,S,H Introduction to Language and Communication

A general introduction to language and communication, focusing on those current theories that have practical significance for first- and second-language education. Theories are matched with the descriptive practices they have given rise to, and course participants develop some descriptive skill through problems in a variety of languages.
J. P. B. Allen

1333 S Introduction au langage et à la communication

Ce cours a deux buts principaux : (1) initier les étudiants à la science du langage et (2) examiner les différentes applications de la linguistique en milieu francophone. Il aborde les différents niveaux de la langue (ex. : la phonétique, la morphologie, la syntaxe, etc.) considérés individuellement et dans leur rapport les uns aux autres, illustré d'exemples provenant surtout du français. Prérequis : très bonne connaissance du français.
N. Labrie

1334 F,S,H Critical Pedagogy, Language, and Minority Students

Linguistic and cultural diversity have always characterized human societies and have usually played a central role in mediating power relations between dominant and subordinate groups. In recent years, theorists working within the framework of Critical Pedagogy have begun to describe how societal power relations are manifested in schools both through interpersonal interactions and the hidden curriculum. In particular, theory has focused on how language use and language learning interact with dimensions such as class, race, ethnicity, and gender in mediating power relations within the educational system. The course will focus on this body of theory and research and explore its applications to current educational issues related to minority students in both Canadian and international contexts.
J. P. Cummins

1335 F,S,H L'éducation des minorités linguistiques et culturelles : l'analyse comparative de la politique éducative

Le cours en français traite en priorité la politique et l'éducation en langue française destinée aux francophones, ainsi que la politique entourant les programmes d'immersion en français. L'accent est mis sur les implications de la politique définie aux différents niveaux —fédéral, provincial, conseil scolaire— pour l'enseignement et le rôle de l'école dans la communauté.
Oral proficiency in French is required; papers in English will be accepted by request.
S. Churchill

1335 F,S,H Education for Linguistic and Cultural Minorities: Comparative Policy Analysis

Educational policies, particularly curriculum policy, are studied for minorities in Canada, other industrialized nations, and Third/Fourth World nations. Emphasis is placed on practical aspects of school impacts of policies and on the role of the minorities in advancing their interests in the policy process controlled by others.
S. Churchill

1336 F,S,H Second-Language Learning

Theories and research on second-language (L2) acquisition are considered. Data from which the processes and strategies of L2 learning may be inferred are examined through error analysis and in the light of concepts such as interlanguage. The roles of such variables as age, affective factors, and social factors are considered in order to account for relative success in L2 learning.
B. Harley

1337 F,S,H Bilingual Education and Bilingualism

This course will examine bilingual education in its many forms. Particular emphasis will be placed on research questions and findings related to bilingual education in Canada—for English Canadians, French Canadians, immigrant populations, and Native peoples. Issues such as the effects of bilingualism on cognitive functioning, psycholinguistic abilities, and personality will also be explored.
J. P. Cummins

1337 F,S,H Bilinguisme et éducation

Ce cours traite des diverses formes de l'éducation bilingue, surtout en ce qui concerne les questions et les résultats de recherche relatifs à l'éducation bilingue au Canada—destinée aux francophones, aux anglophones, aux immigrés et aux autochtones. L'on traite également de l'impact du bilinguisme sur les processus cognitifs, les habiletés psycholinguistiques et la personnalité.
Membre de la faculté à déterminer

1338 F,S,H Communicative Competence

This course examines the notion of communicative competence and explores its applications to curriculum development for first- and second-language pedagogy. It provides a thorough orientation to this area of specialization and combines theoretical, critical, and practical outlooks.
N. Labrie

1339 F,S,H Language Assessment

This course provides an overview of current practices and problematic issues in language assessment. Topics include approaches commonly taken to developing and using language assessment instruments and procedures, their evaluation, and their applications in specific educational contexts.
A. Cumming and S. Lapkin

1340 F Identité collective et éducation minoritaire de langue française

Le cours a pour objectif de se pencher sur le rôle de l'école de langue française comme véhicule de transmission de l'identité collective du groupe minoritaire. Pour ce faire, nous nous pencherons d'abord sur l'analyse de certains concept-clés tels que l'identité collective, la culture, l'assimilation et la francisation dans le contexte d'un milieu minoritaire. Par la suite, nous examinerons les programmes-cadres du ministère de l'Éducation de l'Ontario afin de mieux saisir la place accordée à la notion d'identité collective dans les programmes d'enseignement et la façon dont cette dimension se traduit dans la salle de classe.
D. Gérin-Lajoie

1341 S Collaborative Learning in Second-Language Classrooms

The rationales for collaborative learning in second-language teaching contexts will be examined with particular reference to second-language acquisition theory and research. Students will experience collaborative learning in order to understand its advantages and disadvantages.
M. Swain

1342 F Education and Cosmology

A formulation of educational questions dealing with the contemporary ecological crisis. A systematic study of human cosmology will enable the consideration of educational questions in terms of the role of human beings in relation to the natural world, and will foster the educational vision and creativity necessary for ecological survival and renewal.
E. V. Sullivan

1345 S Arts and Education: Practice and Theory

This course examines the creative arts in the curriculum from an experiential base, and leads to individual explorations of principles of problem areas.
Staff

1346 S Arts and Education: Planning and Implementation of Arts Programs

An examination of theory and curriculum practice in the fine and performing arts in education: music, drama, dance, art, and film. Programming is considered from the theoretical vantage points of human development, creativity, and aesthetics; particular attention is paid to the effectiveness of modern curriculum innovations in the arts. Students are expected to undertake curriculum development and implementation

work in one or more of the arts in an educational setting.
D. Booth

1349 S,H Arts, Culture, and Education

A study of cultural development, both Canadian and international, with specific reference to arts policies for education of the general public. This course will take place in conjunction with a series of public lectures on this topic, together with separate seminars.
J. A. Wilkinson

1350 F,H Seminar: Current Issues in Play, Drama, and Arts Education

The examination of current topics or problems in play, drama, and arts education as related to curriculum studies. Issues will be identified from all age levels of education as well as from dramatic play, each of the arts disciplines, and aesthetic education as a whole. Students will address one specific topic through self-directed learning and present the results in an appropriate form. Topics vary from year to year depending upon interests of course members.
Prerequisite: Permission of instructor.
J. A. Wilkinson

1351 S Research and Inquiry in Arts Education

An exploration of the questions addressed in education in general and curriculum in particular (with an emphasis on the arts) through a variety of modes and methods of research and inquiry. Students will approach problems inductively and experientially. It is intended that the course will provide students with a practical grounding for theses, dissertations, and research projects.
Prerequisite: 1350F,H.
J. A. Wilkinson

1352 F,S,H Individual Reading and Research in Curriculum and Instruction: Master's Level

Specialized, individual study, under the direction of a member of the teaching staff, focusing upon topics of particular interest to the student. Although credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic. A student wishing to enrol in 1352F,S,H is required to complete, in typewritten form, an Individual Reading and Research Course form, including an appropriate bibliography, describing the rationale and plan of study for the course. This course proposal must be signed by the student's faculty advisor and the instructor with whom the course will be taken, and then submitted for approval to the department's Academic Programs Standing Committee.

1353 F Teaching and Learning Science

This course involves a study of theories of learning in the context of science education, a survey of research relating to children's understanding of concepts in science, and an exploration of strategies for more effective science teaching.
D. Hodson

1354 F Teaching and Learning about Science: Issues and Strategies in STS Education

A detailed study of issues in the history, philosophy, and sociology of science that have significance for science education, an examination of the philosophy underpinning the STS movement, and a consideration of some of the theoretical and practical problems surrounding the implementation of science curricula intended to focus on environmental, socioeconomic, cultural, and moral–ethical issues.
D. Hodson

1360 F,S,H Evaluation of Curriculum and Instruction

This course serves as an introduction to the strategies and techniques utilized in the evaluation of curriculum programs. The focus will be on the assumptions, strengths, and weaknesses associated with various strategies. Students will work through evaluation problems

associated with particular curriculum programs and instructional techniques.
J. A. Ross, H. H. Russell, and M. W. Wahlstrom

1361 F Perspectives in Teacher Education

Recent movements in teacher education are described in terms of a regulatory or restructuring concern versus an emancipatory or personalistic contrast. A transformative, inquiry-oriented conceptualization of teacher education is explored that combines a theory of language and learning with the theory of personal constructs. Viewed as perspective transformation, teacher development or renewal consists in learning to recover and to reconstrue alternative versions of teaching. By focusing on their own knowledge and practice through the use of narrative, life history, and repertory grid procedures, teachers and teacher educators can become their own experts.
C. T. P. Diamond

1363 F,S,H Curriculum and Student Evaluation

An analysis of curriculum guidelines as policy for student evaluation. A critical review of tests, and of teaching styles and optimal associated procedures for assessment of students. An examination of problems and issues combined with a review of different approaches to student evaluation.
M. W. Wahlstrom

1364 S Curriculum Issues in Science and Technology: A Historical Perspective

This course aims to illuminate contemporary international debate in science and technology education and to provide some insight into the nature of curriculum change through a critical analysis of episodes in science curriculum history.
D. Hodson

1366 S The Holistic Curriculum

This course will focus on curriculum that facilitates personal growth and social change. Various programs and techniques that reflect a holistic orientation will be analysed: for example, Waldorf education, social action programs, and transpersonal techniques such as visualization and the use of imagery in the classroom. The philosophical, psychological, and social context of the holistic curriculum will also be examined.
J. Miller

1367 F,S,H Creative Arts Special Subject

This course examines the arts in education—drama, dance, music, visual art, and media—and provides a background for the role of the arts as a mode of learning and as a subject discipline.
D. Booth

1369 F Media Studies and Education

This course is an introduction to the study of contemporary media and their relation to educational practice. The approach will be a critical one, analysing the overall cultural formation promoted by contemporary media as well as exploring their implications for schooling —in particular, how they impinge upon the social relations of the classroom. Part of the course will therefore include a look at both specific media practices (newspaper press, advertising, television, rock videos) and practical curricular strategies that respond to them. The emphasis is on understanding the media as powerfully educative forms in their own right, as well as having complex relationships with official school knowledges.
R. J. Morgan

1371 S Text, Values, and Teacher Development

This course examines contemporary literary and cultural theories regarding the meanings of a variety of texts. It helps participants to identify key texts of their lives and work and to examine the multiple meanings, inherent values, and possible implications within them. Ways in which the interpretations of texts reveal, reinforce, and challenge values in school and society are explored. Emphasis is placed upon the teacher as participant and mediator in the process of textual inquiry.

J. Aitken

1372 S Language, Culture, and Identity: Using the Literary Text in Teacher Development

This course will explore literature (fiction and non-fiction) that focuses on the experiences of those who live within and between various cultural worlds. Contemporary research methodologies will be examined with a view to the construction and reconstruction of the meaning of teaching for the individual teacher/educator/researcher in a changing linguistic and cultural educational landscape.

G. Feuerverger

1373 F,S,H Current Issues in Science and Technology Education

The course focuses on the design of effective strategies for exploring students' personal frameworks of meaning in science and addresses issues of contemporary international debate about science and technology education, including the "Science for All" movement, the "new" psychology of learning, the language of science and technology education, problems of gender equity and multicultural science education, the role of laboratory work, computers in science education, environmental and health education.

D. Hodson

1374 F,S,H Assessment and Evaluation in Science and Technology Education

This course focuses on the concerns and processes of science and technology curriculum evaluation and the issues surrounding the construction of effective methods for assessing student learning in science and technology.

D. Hodson

1375 H Action Research in Science and Technology Education

This is an active research-based course in which participants will sharpen and develop their understanding of issues and professional practice in science and technology education. Working within a mutually supportive group of practitioners, they will subject their current practice to critical scrutiny and appraisal; plan and attempt to implement alternative curriculum materials and practices; and evaluate them in action. The course requires participants to have access to classrooms.

D. Hodson

1376 S Global Education: Theory and Practice

The course will consider definitions and schools of thought within global education and proximate fields (such as environmental and human rights education) and their implications for teaching and learning processes. The arguments of critics of global education will be reviewed, as will the assumptions underpinning schools of thought and practice within the field. The nature of global education at the elementary and secondary level and across the curriculum will be explored.

D. Selby

1377 F Introduction to Transformative Learning Studies

This is the foundation course for the Transformative Learning focus. It is designed to introduce students to a global planetary perspective. The concept of a global world order will be examined from historic, critical, and visionary perspectives. Issues of development/underdevelopment, human rights, and social justice perspectives are considered. A critical understanding of social power relations will be

highlighted in the areas of gender, class, and race dynamics. The topics are approached as interdependent dimensions within a holistic education perspective.
E. V. Sullivan

1379 F,S,H Knowing and Teaching

This course examines how knowledge is developed, explores the relationships among different kinds of knowledge (e.g., moral, scientific, religious, aesthetic), and identifies the various philosophical bases of such school subjects as English, history, and math. It examines the relationship between issues about knowing and issues about teaching. For example, the questions of what and how we should teach are addressed from the standpoint of different kinds of "knowing." The course is oriented toward secondary school but is not confined to any particular subject-matter specialty. It is not assumed that students will have a background in philosophy.
Prerequisite: Permission of instructor.
B. S. Kilbourn

1380 F,S,H Minority Groups and Cultural Determinants of the Curriculum

This course will focus on the schooling of children from immigrant/ethnic backgrounds. It will emphasize family dynamics in the Canadian social and educational environment and the role of language, including ESL/FSL and the home language. Among groups to be considered are refugee children.
S. Churchill

1381 S Reading in a Second Language

This course will provide the student with a better understanding of current issues in reading in a second language (L2) by focusing on theoretical and practical questions. Theories and research on reading in a first language (L1) will be examined for their relevance to reading comprehension in L2. A cognitive developmental approach will be used to examine the applicability of research findings on topics such as: background knowledge; text structure; comprehension strategies; study strategies; cultural differences; and reading in various content areas. Students will be encouraged to develop their own research questions and to apply these to practical L2 reading contexts.
E. Geva

1383 F,S Research Themes in Canadian French as a Second Language Education

The last twenty-five years have seen extensive research in FSL education in Canada, largely as a result of the advent of immersion programs. The course will attempt a state-of-the-art assessment of research issues spanning aspects of program design, evaluation, and implementation of all forms of FSL education (core, extended, immersion, and adult FSL).
S. Lapkin

1384 H Action Research in Language and Learning

This course focuses on teachers' classroom-based research as a mode of professional development and is most appropriate for those interested in carrying out such research. Although the term "language" appears in the title, this is intended to indicate the principal kind of evidence that will be considered rather than to delimit the range of possible topics for investigation. Educational practitioners other than classroom teachers may also find action research relevant to the practice of their professional responsibilities. Particular attention will be given to such issues as topic selection, methodology, data collection and analysis, and the interpretation of evidence, as well as to the consideration of course members' specific areas of inquiry and

of the role of action research more widely within the education system. Prerequisite: Permission of instructor.
C. G. Wells

1386 F,S,H Language, Power, and Possibility: Application to Curriculum

An exploration of the relationship between language and the enhancement of human possibility considered through the study of economic, social, and cultural bases of language-in-use. Particular emphasis is given to school language practices and texts, but material studied is also appropriate to those with an interest in informal education.
R. Simon

1388 S Qualitative Research Methods in Education

The course is designed to introduce students to qualitative methods of research in education. The intention is to examine the nature of qualitative research and its relationship to theory. Students will look at different ways of approaching qualitative research, and special attention will be paid to the concept of critical ethnography. Students will also study five specific research techniques: observation, interview, content analysis, life history, and action research.
D. Gérin-Lajoie

1388 S Les méthodes de recherche en éducation : l'approche qualitative

Le cours a pour but d'initier les étudiantes et les étudiants à l'analyse qualitative dans le domaine de la recherche en éducation. Le premier objectif du cours est de se pencher sur la nature même de la recherche qualitative et sa relation avec la théorie. Différentes façons de concevoir la recherche qualitative seront donc examinées. Dans un deuxième temps, les étudiantes et les étudiants se familiariseront avec cinq techniques de cueillette de données : l'observation, l'entrevue, l'analyse de contenu, le récit de vie et la recherche-action.
D. Gérin-Lajoie

1389 F,S,H Curriculum, Popular Culture, and Social Difference

Popular culture and social difference are examined as the grounds from which students often make sense of educational practices. Questions address how social difference may lead to marginalization and silence and how pedagogy may be developed that is responsive to a variety of student interests and emotional investments.
R. Simon

1393 F Multicultural Perspectives in Teacher Development: Reflective Practicum

This course will focus on the dynamics of multiculturalism within the individual classroom and their implications for teacher development. It is intended to examine how teachers can prepare themselves in a more fundamental way to reflect on their underlying personal attitudes toward the multicultural micro-society of their classrooms. Discussions will be concerned with the interaction between personal life histories and the shaping of assumptions about the teaching–learning experience, especially in the multicultural context. The course will have a "hands-on" component, where students (whether practising teachers or teacher/researchers) will have the opportunity to become participant–observers and reflect upon issues of cultural and linguistic diversity within the classroom.
G. Feuerverger

1394 S Cultural Studies and Education

The study and concept of "culture" has emerged from a number of different disciplines over the past century. "Cultural studies" is a recent synthesis and critical re-evaluation of some of these approaches, one with important implications for educators in the area of the

humanities. Through a discussion of key texts and issues generated within this tradition, the course examines structuralist, ethnographic, feminist, and postmodern versions of cultural studies in order to understand how these approaches reformulate an educational practice concerned with contemporary culture.
R. J. Morgan

1395 S Television and Education: Theoretical Perspectives

Television has become a pervasive part of the cultural and symbolic life of young people, creating new constituencies and forms of identity that educators need to consider. This course acknowledges the centrality of television to contemporary educational experience, by examining competing theories of television's role in society, engaging in debates about its "effect," exploring theories of audience and questions of access. The attempt is to formulate an overall understanding of how this medium has altered educational terrain, including the concept of education itself.
R. J. Morgan

1396 S Les stéréotypes sexuels dans les programmes scolaires

Le cours veut permettre aux étudiantes et aux étudiants de comprendre comment l'école, par ses programmes, son matériel scolaire et son personnel enseignant, contribue à reproduire les rapports qui s'établissent entre les hommes et les femmes dans la société. L'analyse s'intéressera au rôle de l'école en tant qu'agent de socialisation ainsi qu'aux efforts gouvernementaux en matière d'égalité entre les sexes. Par la suite, une analyse de contenu du matériel scolaire utilisé dans les écoles de langue française de l'Ontario viendra se greffer au cours.
D. Gérin-Lajoie

1397 F Cooperative Learning Research and Practice

The theoretical foundations of cooperative learning and specific classroom applications will be investigated. The course will be of greatest relevance to teachers who are or will be experimenting with new teaching methods.
J. A. Ross and C. T. P. Diamond

1398 F,S,H Practicum in Curriculum

On-site involvement in deliberation requiring the use of curriculum knowledge and skills. Students participate on curriculum decision-making bodies and attend periodic seminar discussions bringing theoretical perspectives to bear on practical situations.
Prerequisite: Permission of practicum coordinator.
C. T. P. Diamond and J. A. Wilkinson

1399 F,S,H Practicum in Curriculum and Teacher Development

On-site involvement in deliberation requiring the use of reflective methods and curriculum knowledge and skills. Students participate in teacher-development and curriculum-development groups and participate in discussions bringing theoretical perspectives to bear on practical development situations.
Prerequisite: Permission of practicum coordinator.
F. M. Connelly and C. T. P. Diamond

3300 F,S,H Research Colloquium in Curriculum and Instruction

This course is designed to acquaint students with the elements of teacher development and curriculum research. Reports and discussions by students and staff will provide experience in the selection and evaluation of research problems and procedures in teacher development and curriculum and instruction.
Staff

3301 F,S,H Seminar: Current Problems in Teacher Development and Curriculum Studies: Apprenticeship

The examination of a current topic or problem in teacher development and curriculum studies through an apprenticeship. Students will present one or more seminar papers, or may use the course to develop a research proposal. Topics and apprenticeship sites will vary from year to year depending upon the interests of course members.
F. M. Connelly and staff

3302 F Second Language Classroom Research

The research on second-language teaching and learning in classrooms will be examined critically. Theoretical issues, research methodology, and substantive findings will be discussed with a view to implications for the conduct of future research, research directions, and teaching practices in second-language classrooms.
M. K. Swain

3303 F,S,H Personal Modes of Classroom Knowing: A Seminar on Teacher and Student Narrative Experience

A seminar on personal narrative and other research perspectives for the study of classroom participants' ways of knowing their situation. Philosophical and psychological background literature on narrative and storied experience with an emphasis on ongoing research and a "practical" assignment define the course outline.
Prerequisite: Permission of instructor.
F. M. Connelly

3304 F,S,H Curriculum Specialization

A course designed to permit the study (in a formal class setting) of a specific area of curriculum or instruction not already covered in the courses listed for the current year. (This course does not fulfil the purpose of 3352F,S,H, which in the Department of Curriculum is normally conducted on a tutorial basis.)
Staff

3305 F,S,H Doctoral Seminar in Qualitative Research on Teaching

Critical examination of current qualitative paradigms of research on teaching. The course requires fieldwork research, which serves as the basis for seminar discussions. Students will have the opportunity to develop and present research ideas.
Prerequisite: Permission of instructor.
B. S. Kilbourn

3306 S Action Research and Professional Practice

An examination of the different forms of research that makes central the practitioner's agenda about his/her practices. Alternatives include action science, action research, participatory research. Emphasis will be placed upon history, ideology, and methods associated with each alternative. Conceptual analysis will be integrated with collaborative research in a field setting.
J. Weiss

3308 F,S,H The Conceptualization of Curriculum Problems

An examination of the process of formulating curriculum problems for study. This includes taking up substantive problem definition and appropriate methodologies for conducting an inquiry. Attention will be paid to assumptions underlying problem and method, and the articulation of the relationship between conceptualization and practice. Students are expected to make seminar presentations of developing thesis ideas. Recommended for Ed.D. students in their resident year and for Ph.D. students usually in the second year of residence.
J. Weiss

3309 F,S,H Alternative Theoretical Perspectives in the Study of Curriculum Practice and Teacher Development

A critical analysis of various theoretical perspectives used in classroom-based curriculum research, including those from psychology, analytic philosophy, sociology, and "curriculum theory." These are examined and assessed as they influence problem selection, nature of resulting knowledge claims, and the relative power and usefulness of personal and professional development for curriculum development. Students are expected to make seminar presentations of developing thesis ideas.
F. M. Connelly and staff

3310 F,S,H Research Seminar in Reading

This course is designed to survey current models of reading and reading acquisition. The focus is on basic research on reading, particularly that deriving from perspectives in cognitive and developmental psychology. The course will cover basic methods and theoretical principles of cognitive psychology most relevant to models of the reading process. Students will conduct an in-depth analysis of a specific research problem relevant to reading theory.
K. E. Stanovich

3312 F The Linguistic Analysis of Interaction in Educational Settings

In order to study how educational purposes are realized in practice it is helpful to be able to describe the ways in which meanings are jointly constructed and negotiated in interaction, so that patterns of behavior can be evaluated against both purposes and outcomes. The course aims to provide both an introduction to theoretical work in the field and an opportunity to apply some of these ideas to the analysis of interactional data.
Prerequisite: Permission of instructor.
C. G. Wells

3313 F,S,H Advanced Seminar in Language and Learning: Theory and Practice

An exploration of the relationships between theory, research findings, and course members' teaching experiences. Course members contribute their teaching experience as a context in which the group discusses ideas drawn as far as possible from original sources read and reported on. The topic, language and learning, cuts across various areas commonly taught in the school curriculum and embraces original work in a number of disciplines (e.g., philosophy, linguistics, psychology, sociology, literary criticism).
Prerequisite: Permission of instructor.
C. G. Wells

3314 F Pedagogical Futures for English Studies: Rethinking English at the Secondary School Level

Dominant language and literature teaching methods tend to emphasize personal response and naturalistic approaches to language and literature. This course explores literature and language pedagogies as historically constituted artifacts or "discourses." Situating English studies in relation to other social discourses, the course examines this area of cultural study in terms of its gender, race, class, and ethnic dynamics as these pertain to texts, teachers, and learners. In particular, theories of discourse and genre, feminist aesthetics, and recent theories of language and subjectivity are considered as alternative positions from which to make sense of textuality, literacy, and the language of the classroom.
R. J. Morgan

3317 F Gender Issues in Mathematics, Science, and Technology

The course will consider topics relevant to the teaching of mathematics, science, and technology with a view to increasing the participation of women in these areas. We will review critically re-

search on gender issues, on approaches to teaching mathematics and sciences, and on psychological and social factors related to the participation of women in mathematics and science.
G. Hanna

3318 S Research Seminar in Multilingual/Multicultural Education

A critical analysis of research on multilingual/multicultural phenomena intended (a) to broaden students' knowledge of advanced research in the area, and (b) to increase awareness of the advantages and disadvantages of different methodologies applied to a wide variety of research questions. The course is designed primarily for students intending to pursue thesis research in this area; course requirements include reviewing the literature on a particular topic and designing an empirical study to address specific issues. Previous or concurrent coursework in statistics is required.
J. P. Cummins

3319 F,S,H Colloquium in Educational Linguistics

This colloquium provides opportunities for intensive individual and group study of specific problems in second-language learning and teaching.
S. Lapkin and M. K. Swain

3320 F,S,H Research Seminar in Science Education

A critical examination of current theoretical perspectives and research methods in science and technology education. The course is designed for those contemplating a thesis in this area. Participants will have the opportunity to present seminars.
D. Hodson

3323 F Seminar on Sociocultural Theory and Its Applications to Educational Research and Practice

Starting with Vygotsky's theorizing of learning and the appropriation of cultural practices and knowledge through engagement in purposeful social activity, this seminar will examine contemporary developments in sociocultural theory as they bear on educational research and practice, with particular critical attention being given to the examination of such key concepts as "apprenticeship," "scaffolding," and "the zone of proximal development." The aim will be to develop a theoretical framework within which to explore the relationships between classroom practices of teaching-and-learning, student and program evaluation, and teachers' professional development. The theory will also be drawn on to examine such current emphases in educational practice as "active learning," "whole language," and "cooperative learning."
C. G. Wells

3324 F,S,H Curriculum Issues

This course deals with special topics in the field of curriculum and permits the investigation (in a formal class setting) of issues not covered in the courses offered for the current year. The topic of the course will be arranged each year. (This course does not fulfil the purpose of 3352F,S,H, which in the Department of Curriculum is normally conducted on a tutorial basis.)
Staff

3332 F,S,H Advanced Colloquium in the Educational Linguistics of English

This colloquium deals with selected aspects of the syntax, semantics, stylisics, and phonology of present-day English, including such topics as varieties of English and related pedagogical issues, and the linguistic analysis of learning materials for English as a first or second language.
J. P. B. Allen

3336 F,S,H Aspects of Second-Language Acquisition

This course provides an in-depth examination of research on specific aspects of second-language acquisition and ex-

plores the relevance of this research for second-language teaching practice.
Prerequisite: Permission of instructor.
B. Harley

3352 F,S,H Individual Reading and Research in Curriculum
Description as for 1352F,S,H.

3368 F The Teacher as a Contemplative Practitioner
This course examines the role contemplation can play in teaching. Specifically, the concept of contemplation is explored in relation to reflection, personal narrative, and personal mythology. Students will also examine the thought and biographies of various contemplatives (e.g., Emerson, Huxley, Merton, and Steiner). The course provides opportunities to explore various modes of contemplation. Finally, contemplation will be linked with teaching and how it can allow teaching to become a more fully conscious act.
J. Miller

3387 S Research Seminar in Second-Language Literacy Education
A seminar to examine recent research on literacy education in second, foreign, or minority languages and for advanced students to conduct preliminary research or develop thesis proposals in this area. Topics include cognitive processes in reading and writing tasks across languages, social functions of biliteracy, case studies of literacy programs for minority populations, and evaluation research on second- and foreign-language literacy instruction.
A. Cumming

The following courses may be taken for credit in the Department of Curriculum:

History and Philosophy of Education
1447F,S,H Technology in Education: Philosophical Issues
1459F,S,H Creativity and Education

The following courses might also be of special interest to students in Curriculum:

Adult Education
3126F Education and the Global Community: Critical-Visionary Dimensions
3134H Global Ecological Issues from a Community Educational Perspective

Applied Psychology
1211F,S,H Psychological Foundations of Early Education

SPECIALIZATION IN ADAPTIVE INSTRUCTION

The following courses in Adaptive Instruction are acceptable in fulfilment of the requirements in Curriculum. In addition, courses 1310F,S,H, 1311 F,S,H, and 1381S in the Department of Curriculum are included in this specialization.

4271 Y Assessment and Programming for Written Language Difficulties
This full-year course is designed to bring theory and practice together in the area of reading, spelling, and writing difficulties. A practicum component involves implementing a theory-based assessment and remediation model (with students of all ages), report writing, and consultation with teachers and parents. The course is intended to be useful to psychometrists/psychologists, special education and curriculum consultants, and classroom and resource teachers.
Prerequisite: This course is normally limited to students in the Applied Developmental and School/Child-Clinical Psychology focus and to students in the Adaptive Instruction specialization in the Department of Curriculum.
D. M. Willows

4275 F,S,H Technology for Developmental Diversity and Adaptive Instruction

This course will examine the potential of microcomputer-based technology in various types of learning environments. The focus is on the use of technology as a tool to increase the teacher's ability to handle a wide range of student learning needs in mainstreamed classrooms. The course is suitable for students who are using or considering the possibility of using computers in the classroom.
P. Lindsay and staff

4276 F,S,H The Resource Consultant: Skills in Classroom Consultation (Pass/Fail)

This course will cover concepts in collaborative and other forms of consultation in the cycle of assessment and programming. The role of the consultant will emphasize indirect service to pupils by supporting regular classroom teachers. A practicum in consultation will be included. Candidates should have work experience in educational consultation and be familiar with concepts in curriculum-based assessment, program planning, and integration.
A. Jordan

4280 F,S,H Issues in Adaptive Instruction

A critical analysis of current issues related to philosophy, practice, administration, mainstreaming and integration, and instructional and classroom adaptations.
A. Jordan, C. R. Musselman, and staff

4283 F,S,H Psychology and Education of the Gifted

The identification and the intellectual, social, and emotional development of the gifted; educational programs in regular and special classes.
D. Keating

4287 F,S,H Classroom-Based Counselling Approaches

A major aspect of adapting instruction for students with special needs is counselling students and parents. This course will consider counselling approaches that are appropriate for teachers in schools and in postsecondary and treatment settings. A variety of techniques including social skills training, crisis intervention, and group counselling will be discussed.
J. Wiener

4288 F,S,H Reflective Teaching and Analysis of Instruction

This course is designed to develop students' awareness of, reflection about, and evaluation of their own professional knowledge and skills in relation to work with a variety of learners, and their skills in analysing instruction and related work (individual and systemic).
U. Shafrir

4291 F,S,H Special Topics in Applied Developmental Psychology and Adaptive Instruction: Master's Level

A course designed to permit the study (in a formal class setting) of specific areas not already covered in the courses listed for the current year. (This course does not fulfil the purpose of 4295F,S,H, which is normally conducted on a tutorial basis.) A variety of courses may be offered under this category. For further information, see the course schedules available in early March.
Staff

4292 F,S,H Assessment for Instruction

Critical analysis of assessment procedures including psychometric tests, curriculum-based assessment, and dynamic assessment and of the function of assessment in relation to adaptive instruction. A practical component is included.
T. W. Humphries, A. Jordan, H. Silverman, and J. Wiener

4293 F,S,H Interpretation of Research in Applied Developmental Psychology and Adaptive Instruction

Introductory course in the critical evaluation of research reports and in ele-

mentary research methods. Emphasis is given to research as a mode of critical inquiry, research design in mainstream and special education settings, and the importance of theory development in both basic and applied research.
E. Geva, J. Kershner, P. Lindsay, C. R. Musselman, and L. Siegel

4294 F,S,H Classroom Adaptations and Instructional Strategies

Students will become knowledgeable about components of adaptive instruction, principles involved in evaluating instructional materials, and understanding remedial/developmental approaches.
E. Geva, A. Jordan, and J. Wiener

4295 F,S,H Individual Reading and Research in Applied Developmental Psychology and Adaptive Instruction: Master's Level

Specialized study, under the direction of a faculty member, focusing on topics that are of particular interest to the student but are not included in available courses. Although this course may be taken for other purposes, it is the vehicle through which the MRP requirement is fulfilled. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.
Staff

4296 F,S,H Reading and Reading Difficulties

The purpose of the course is to meet regular classroom teachers' needs in diagnosing and remediating children's reading problems. Half of the course will be devoted to learning diagnostic techniques, testing, and diagnosing children. The other half will be devoted to designing materials to meet specific remedial needs. Emphasis will be placed upon implementation of the remedial materials in actual classroom situations, and on the strategies used by expert and novice readers.
Staff

RESEARCH SEMINARS AT THE DOCTORAL LEVEL

5280 F,S,H Research Seminar and Thesis Planning in Applied Developmental Psychology and Adaptive Instruction

Study and interpretations of research relevant to the student's doctoral thesis.
Prerequisite: Permission of instructor.
J. R. Kershner

5283 F,S,H Research Seminar: Psychology and Education of Developmental Diversity

Critical analysis of research and theory on the nature, development, and education of developmentally different children. The course will focus on basic research and theory in psychology and education, rather than on direct applications.
Prerequisite: Permission of instructor.
D. Keating

5295 F,S,H Individual Reading and Research in Applied Developmental Psychology and Adaptive Instruction: Doctoral Level

Specialized study, under the direction of a faculty member, focusing on topics that are of particular interest to the student but are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.
Staff

5298 F,S,H Special Topics in Applied Developmental Psychology and Adaptive Instruction: Doctoral Level

A course designed to permit the study (in a formal class setting) of specific areas of special education not already covered in the courses listed in the current year. (This course does not fulfil the purpose of 5295F,S,H, which is normally conducted on a tutorial basis.) For further information, see the course schedules available in early March.
Staff

The following courses might also be of interest to students in the Adaptive Instruction program:

1505 F,S,H Instructional Technology: Instructional Programming
3502F Computer-Supported Intentional Learning Environments
3503S Instructional Technology: Seminar in Interactive Video/Graphics
3512S Research Seminar in Artificial Intelligence Applications in Education

COURSES IN THE COMPUTER APPLICATIONS PROGRAM

1501 F,S Instructional Technology: Computer-Based Instruction

Current practice and research in the use of computers to guide instruction are examined. Includes all aspects of computer-aided learning: computer-assisted testing, computer-managed instruction, and computer-assisted instruction. Specific topics change each year.
W. P. Olivier

1503 F,S,H Introduction to Computer Applications in Education

An overview of the uses of computers in education and consideration of critical issues of those uses; recommended as the first course taken in this field. Topics, representative of concerns of other computer applications courses, may include: computers in the classroom, courseware evaluation, programming environments for children, interactive instruction technologies, computers in the curriculum, research data analysis, administrative applications, communications technologies, Hypertext, Artificial Intelligence applications.
R. S. Cohen, R. K. Logan, and staff

1505 F,S,H Instructional Technology: Instructional Programming

Procedures for the selection and development of computer-based individualized instructional materials by applying principles derived from instructional systems development and computer-assisted learning/training.
Prerequisites: Proficiency in at least one programming language and 1518F.
W. P. Olivier

1509 S Instructional Technology: Video/Multimedia Design

A course on video, videodisc, and digital video and their applications to education and training. Experience is provided in applying the principles of instructional systems design and production discussed in class to the development of materials in the multimedia laboratory and television studio.
Prerequisites: 1505F,S,H and 1518F.
W. P. Olivier

1513 F Development Tools for Educational Software

Detailed exploration and use of professional tools for prototyping and implementing educational software, including prototyping environments such as Hypercard, programming languages such as "C" and Hypertalk, windowing environments and toolkits, operating systems, and strategies for software portability. Object-oriented concepts are emphasized.
Prerequisite: Experience in technical aspects of software development, or permission of instructor.
R. S. McLean

1514 F INTERNET Resources and Education

INTERNET is the worldwide connection of over 1.5 million computers in universities, colleges, schools, government, and commercial enterprises. Its size is doubling each year. This course provides experience accessing the INTERNET and focuses on finding INTERNET resources for use in education. Students will collect resources from the INTERNET and present them

in an INTERNET "gopher" for access by others on the INTERNET.
R. S. McLean

1515 F,S,H Computers in the Curriculum

The use of computers in schools as tools for students in curricula other than computer studies. The major emphasis is on determining the specific needs (of students, teachers, etc.) that computers can meet. Class members will determine the ways in which computers *should* be used in a particular grade/subject setting.
Prerequisites: 1503F,S,H.
R. S. Cohen and R. S. McLean

1516 F,S,H Teaching and Learning Computer Programming

A discussion of issues related to computer studies and the role of computer programming instruction at the elementary, secondary, and postsecondary levels. Relationships to mathematics, science, and other curriculum areas will be explored. Research literature in the following areas will be examined: implementation of computer studies curricula; use of hypermedia-based authoring tools; multimedia and applications packages in computer studies; instructional techniques and their effectiveness; project-based learning and teamwork; the teacher's role; students' learning processes; programming instruction to children and the related cognitive prerequisites and effects; user-supportive programming environments for beginners.
R. S. Cohen

1517 F,S,H Microcomputers and Education

Study of the technical characteristics of microcomputer infrastructure for education, including the principles of computer hardware, software, operating systems storage, graphic displays, networks, and peripheral devices. Emphasizes layered architectures, emerging standards, and software portability environments.
R. S. McLean

1518 F Instructional Technology: Instructional Design

Procedures involved in the systematic design of instruction and training will be covered. Discussion will focus on computer-based training and interactive multimedia, but other forms of instruction and training will be illustrated. Students will complete an instructional design of their choice as a project.
W. P. Olivier

1519 F Educational Applications of Computer-Mediated Communication

A survey of the use of computers for human communication for educational purposes. Applications and issues of teaching and learning in the online environment, related to all levels of education, are examined. The course is conducted via OISE's computer conferencing system.
R. S. McLean

1521 S Computers in Mathematics Education: Secondary

A critical examination of the role of computers in the teaching of secondary school mathematics, and of their influence on curriculum content and on processes of doing mathematics. This includes a discussion of the role of computers in manipulating symbols and graphing, thus affording a greater emphasis on problem understanding, basic strategies, and mathematical formulations.
G. Hanna

1530 F,S,H Virtual Reality and Education

"Virtual reality" uses interactive computer technology to create vivid, immersive experiences that, although they are generated by the computer, are so involving that they seem "real." This course explores the definition of virtual reality, its history, component technologies and cultural influences, portrayal

in the media, research opportunities, and implications for education as the currently expensive technology becomes affordable and widespread.
R. S. McLean

1531 S The Microcomputer Is the Medium and Education Is the Message
We shall study the use and effects of computers in education from the perspective of the communication ideas and theories of Innis and McLuhan. We assume that computers are not only processors of information but also media of communications. A comparison of literacy, numeracy, and computer literacy will be made to determine the most effective and creative ways computers can be used in the classroom and other educational settings.
R. K. Logan

1532 F,S,H Introduction to Artificial Intelligence Applications in Education
The course provides a critical overview of various applications of artificial intelligence (AI) ideas and techniques in education. Topics may include: an introduction to AI; models of knowledge representation; knowledge-based systems and their educational potential; intelligent interfaces and natural language processing; intelligent tutoring systems—modelling subject matter expertise, tutoring techniques, and computerized diagnosis; microworlds, interactive simulations, and computer coaches; computer tools for enhancing reflection, investigation, and problem-solving skills.
Prerequisites: 1503F,S,H and some experience in computer programming.
R. S. Cohen

1551 F,S,H Special Topics in Computer Applications: Master's Level
A course designed to permit the study (in a formal class setting) of a specific area of computer applications not already covered in the courses listed for the current year. (This course does not fulfil the purpose of 1552F,S,H, which is normally conducted on a tutorial basis.)
Staff

1552 F,S,H Individual Reading and Research in Computer Applications: Master's Level (Pass/ Fail)
Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.

3500 F,S,H Research Seminar in Interactive Systems for Education
Principles and practice of user interface design as applied to educational software. Students will undertake a research or development project in an area of human/computer interfaces.
R. S. McLean

3502 F Computer-Supported Intentional Learning Environments
Computer-supported intentional learning environments have two principal objectives: (a) to upgrade the conceptual quality of what is learned; and (b) to increase students' abilities to monitor, control, and improve their own learning. In this course students will help design, pilot test, and revise intentional learning environments.
M. Scardamalia

3503 S Instructional Technology: Seminar in Interactive Video/Graphics
Current research and applications in the use of non-textual electronic media in the individualized instructional process will be analysed. Specific considerations will relate to cognition and visual perception, the person–machine interface, instructional systems design, production, and evaluation. Individuals will prepare an in-depth analysis of a selected sub-topic.
Prerequisite: 1501F,S.
W. P. Olivier

3512 S Research Seminar in Artificial Intelligence Applications in Education

A research seminar dealing with the application of artificial intelligence ideas and techniques to the design of sophisticated computer-based instructional systems and learning environments. Recent research literature will be critically examined.
R. S. Cohen

3517 S Evaluation and Microcomputer-Based Curriculum Materials

A critical examination of the role of evaluation in the development and selection of microcomputer-based curriculum materials. Includes both summative and formative aspects of evaluation, plus the importance of "side effects" evaluation. Consideration is also given to the role of software science and instructional design.
Staff

3519 S Research Issues in Educational Computer-Mediated Communication

A critical analysis of the research literature, methods, and findings relating to the use of computer-mediated communication for education. The course is conducted via OISE's computer conferencing system (Participate).
Prerequisite: 1519F, or permission of instructor.
R. S. McLean

3522 H Proseminar in Computer Applications in Education

This seminar offers a critical survey of the major components of the field of computer applications in education, focusing on research strategies and findings. It provides preparation for doctoral study in this area, and is required of all doctoral students in Computer Applications, normally to be taken as their first course. It is offered jointly by Computer Applications faculty.
R. S. Cohen, R. S. McLean, and W. P. Olivier

3551 F,S,H Special Topics in Computer Applications: Doctoral Level

Description as for 1551F,S,H. (This course does not fulfil the purpose of 3552F,S,H, which is normally conducted on a tutorial basis.)
Staff

3552 F,S,H Individual Reading and Research in Computer Applications: Doctoral Level (Pass/ Fail)

Description as for 1552F,S,H (Pass/Fail).

3556 F,S,H Research Seminar on Information Processing in Education (Pass/Fail)

A seminar for selected graduate students and interested faculty members for the discussion of a special topic. Past topics have included computerized experimentation, individualization, time-sharing, social implications, and advanced qualitative methods.
Staff

COURSES IN THE MEASUREMENT AND EVALUATION PROGRAM

1601 F,H Descriptive Statistics (Non-Credit)

Students enrolling in 1666F,S,H, 1693S, or other similar courses, who have no background knowledge of elementary statistics are advised to take this non-credit course, or to make arrangements to acquire this knowledge.
Staff, Summer Session (first two weeks) and Regular Session (first five weeks)

1602 F Elementary Matrix Algebra (Non-Credit)

Introduction to vectors and matrices, basic operations, and such concepts as inverse, determinant, singularity, linear dependence, trace, idempotent matrices, projection, rank, elementary matrices, reparameterization for linear

statistical models, eigenvalues/eigenvectors, and canonical analysis.
S. Nishisato, Regular Session (first five weeks)

1613 F,S,H Applied Psychometric Methods

Designed for students who have taken an introductory course in statistics, this course will acquaint them with some currently accepted psychometric techniques for constructing and validating psychological measures. It will also provide experience in applying associated computer programs to realistic sets of data and in interpreting the resulting computer output.
R. E. Traub

1619 F Alternatives to Quantitative Evaluation in Education

This course presents qualitative, contextually oriented alternatives to existing conventional, preordinately oriented strategies. Discussion focuses on different metaphors for evaluation, such as educational criticism, investigative journalism, jurisprudence, and naturalistic inquiry. Students will integrate theoretical ideas with fieldwork.
J. Weiss

1629 F Measurement and Accountability

An examination of principles of measurement and their relationship to major issues in accountability, such as the validity of comparative international and national studies, the influence of external examination, and the effects of large-scale testing on students and the curriculum. The course is intended for both Measurement students and others.
G. P. Nagy (offered in alternate years)

1651 F,S,H Special Topics in Measurement and Evaluation: Master's Level

A course designed to permit the study (in a formal class setting) of specific areas of measurement and evaluation not already covered in the courses listed for the current year. (This course does not fulfil the purpose of 1652 F,S,H, which is normally conducted on a tutorial basis.)
Staff

1652 F,S,H Individual Reading and Research in Measurement and Evaluation: Master's Level

Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student. While course credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

1666 F,S,H Elements of Statistics

Techniques for data exploration and description, basic theory behind hypothesis testing and confidence intervals, and common confirmatory techniques (correlation, simple linear regression, one-way analysis of variance). Students are expected to learn to use the MINITAB statistics package on the OISE VAX computer or microcomputer of their choice.
Prerequisite: Knowledge of elementary arithmetic and algebra.
G. Hanna, L. D. McLean, G. P. Nagy, S. Nishisato, R. E. Traub, and staff

1680 F Applied Dual Scaling (Pass/Fail)

Application-oriented introduction to dual scaling and its rationale, with illustrations, for optimal quantification of different types of qualitative data, practicum in data analysis, interpretation of the scaling outcomes, and class presentations. This course is intended for both Measurement students and others.
S. Nishisato

1691 F,S Evaluation Models and Methods

This course has three foci: the evaluation of a wide range of *programs* in schools, social service agencies, and health services; the evaluation of *educational achievement* (performance testing, constructed-response tests, and short-answer/multiple-choice tests) within the context of language, maths, science, social science, and arts educa-

tion; and the evaluation of *products* such as computer software and learning kits. Students will be introduced to both quantitative and qualitative approaches to evaluation (models) as the evaluation process is analysed from preparation of the evaluation agreement to presentation of the final report.
L. D. McLean, G. P. Nagy, J. Weiss, and staff

1692 F,S Introduction to Research in Education

Basic concepts, methods, and problems in educational research are considered: discovering the periodicals in one's field, steps in the research process, developing research questions, design of instruments, methods of data collection and analysis, interpreting results, and writing research reports.
Staff

1693 S Data Analysis in Education

An overview of widely used methods of data analysis. The topics are graphical methods, basic exploratory analysis, factor analysis, structural equation modelling with latent variables, principal component analysis, Thurstonian scaling, dual scaling, multidimensional scaling, cluster analysis, analysis with association models, multiple discriminant analysis, and multiway data analysis.
G. Hanna, G. P. Nagy, S. Nishisato, R. E. Traub, and staff

1694 S Instrument Development in Education

An overview of kinds of instruments used for collecting educational data. Classroom tests and various item types; norm-referenced and criterion-referenced standardized achievement tests; group intelligence and aptitude tests; attitude and self-report scales; observational systems, including performance assessment and classroom observation; questionnaires and surveys; interview protocols; reliability theory and item anlysis; and validity. The course will focus on selection criteria for commercially available instruments, and on criteria for use in refining researcher-designed instruments.
G. P. Nagy, R. E. Traub, and staff

3602 F Structural Equations with Latent Variables

Beginning with basic tests of hypotheses on the structure of covariance matrices, the course leads to the standard problems of estimation and hypothesis testing for structural coefficients and for overall model fit. It also includes consideration of more general recursive and non-recursive path analysis models. Prerequisite: Permission of instructor.
G. Hanna

3605 H Test Theory

Seminar on recent advances in test theory. Topics include canonical test theory, generalizability theory, and item response theory, with applications to educational research problems. Desirable background: 1691F,S, 1692 F,S, 1693S, 1694S, and 3666F,S,H, or equivalents.
R. E. Traub

3610 F,S Evaluation Methodology and Theory

Theories and their links to methodology are used to examine the logic of evaluative inquiry. Subject matter theories, such as language theory, are seen to play a role as well as subjectivist and objectivist epistemologies. Prominent evaluation models (e.g., CIPP, illuminative, responsive) are compared and contrasted to bring out their conceptual bases. Students wishing an introduction to evaluation methodology should register for course 1691F,S and/or more specialized courses such as 1619F, 1124F,S, or 1133F,S. Courses 3610 F,S and 1691F,S are normally required for the Evaluation specialization. Prerequisite: Master's-level course such

as those listed above, or permission of instructor.
L. D. McLean and J. Weiss

3629 S Measurement and Cognition

This course is intended to introduce Measurement and Applied Cognitive Science students to each others' disciplines, with a view to developing a cognitively sensitive measurement model useful for the assessment of complex learning outcomes.
Prerequisite: Some background in either cognition or measurement, or permission of instructor.
G. P. Nagy (offered in alternate years)

3637 S Scaling Theory

Detailed examination of dual scaling, advanced treatment of the Thurstonian methods of unidimensional scaling, several versions of both metric and nonmetric multidimensional scaling procedures.
Prerequisites: 1602F (Non-Credit) and either 1680F or 1693S, or permission of instructor.
S. Nishisato

3651 F,S,H Special Topics in Measurement and Evaluation: Doctoral Level

Description as for 1651F,S,H. (This course does not fulfil the purpose of 3652F,S,H, which is normally conducted on a tutorial basis.)
Staff

3652 F,S,H Individual Reading and Research in Measurement and Evaluation: Doctoral Level

Description as for 1652,F,S,H.

3660 F Practicum in Recent Educational Research

This seminar is intended primarily for doctoral students in a number of departments. The main activity will be the cooperative critiquing and evaluation of recent research papers, ongoing projects, and research proposals. The content of the course will depend on the specific research interests and activities of the participants. The main goal of the program will be to improve the student's ability for critical appraisal of research articles, projects, and proposals. The course should be of interest to those who will be proposing a thesis or who recently have begun work on a thesis or major research report.
Prerequisite: Permission of instructor.
Staff (not offered in 1994/95)

3666 F,S,H Intermediate Statistics and Research Design

Analysis of variance for one-way and multi-way classification data for fixed, mixed, and random effects models and various designs (e.g., crossed, nested, composite, repeated measurements); multiple comparison tests (Tukey, Scheffé); linear and multiple regression; multiple correlation; analysis of covariance.
Prerequisite: 1666F,S,H or equivalent, or permission of instructors.
G. Hanna, L. D. McLean, G. P. Nagy, and staff

3668 S Multivariate Analysis with Applications

Multivariate statistical procedures, including multiple regression analysis, multivariate significance tests, factor analysis, discriminant analysis, canonical analysis, multivariate analysis of variance, and general linear models, are discussed with application to data.
Prerequisite: 1602F (Non-Credit), 1693S, 3666F,S,H, or permission of instructors.
S. Nishisato, R. E. Traub, and R. G. Wolfe

3672 F,S,H Practicum in Educational Evaluation

Supervised experience in an area of fieldwork, under the direction of faculty and field personnel. Examples of typical activities are developing an evaluation project and/or acting as research assistant and advisor to educational bodies or agencies. Arrangements for

this practicum are made through the Practicum Coordinator. Inquire at department office at least two months before beginning of term.
Staff (offered as required)

3673 F,S Advanced Seminar in Evaluation Problems

An advanced seminar dealing with theories and practical constraints in the implementation of evaluation strategies in field settings. It is intended to draw upon the expertise and experience of practising evaluators and directors of ongoing projects both within and outside the Institute.
Prerequisite: 3610F,S or equivalent.
Note: Practicum 3672F,S,H and Seminar 3673F,S may not both be taken for credit in fulfilling the requirements of the eight half-courses in the Ed.D. program in Evaluation.
L. D. McLean

3674 H Advanced Seminar in Measurement and Experimental Design

Consideration of advanced theoretical and empirical topics in measurement, and a detailed examination of experimental designs relevant to educational research.
Prerequisite: Permission of instructor.
Staff

The following courses might also be of special interest:

Adult Education
1133F,S Introduction to Qualitative Research in Adult Education
1137F,S Evaluation of Adult Education Programs

Applied Psychology
1205H Individual Intellectual Assessment

Curriculum
1360F,S,H Evaluation of Curriculum and Instruction
1363F,S,H Curriculum and Student Evaluation

Educational Administration
1005F,S,H The Computer in Educational Administration

Higher Education
1828F,S,H Evaluation in Higher Education

EDUCATIONAL ADMINISTRATION

Stephen B. Lawton, Ph.D. (California at Berkeley)
Professor, and Chairperson of the Department
(educational finance and its social, political, and economic contexts; analysis of quantitative data; dissemination and utilization of educational research and innovations)

Graduate Studies Academic Secretary, to whom inquiries for this department should be directed:
John E. Davis, Ph.D. (Toronto)
Professor
(program design, implementation, and evaluation; small schools issues; school board relationships; organizational culture)

Paul T. Begley, Ed.D. (Toronto)
Associate Professor
(administrative values; planned educational change; school improvement processes; leadership development)

David J. Corson, Ph.D. (London)
Professor
(language policy and planning; minority schooling; school to work; ethics and educational administration; discourse and power; social research theory and methods)

Andrew Hargreaves, Ph.D. (Leeds)
Professor
(teacher development; time and teachers' work; culture of the school; curriculum and assessment reform; qualitative research on educational policy and practice)

Edward S. Hickcox, Ed.D. (Cornell)
Professor
(internal functions of school boards and school systems; trustee/administrator relationship; performance appraisal)

Arthur M. Kruger, Ph.D. (Massachusetts Institute of Technology)
Professor, and Director, OISE, cross-appointed to the Higher Education Group
(collective bargaining in the public sector)

Kenneth A. Leithwood, Ph.D. (Toronto)
Professor
(educational leadership; administrative expertise; school and school system improvement)

Donald F. Musella, Ed.D. (State University of New York at Albany)
Professor Emeritus
(leadership development for school and college administrators; organizational development and change)

Susan Padro, Ph.D. (Florida State)
Associate Professor
(educational systems planning; policy analysis and decision-making; computers in educational administration; gender issues in educational administration)

James J. Ryan, Ph.D. (Toronto)
Assistant Professor
(interpretive and critical theories of educational administration; ways of knowing educational administration; Native and minority education)

Richard G. Townsend, Ph.D. (Chicago)
Professor, cross-appointed to the Higher Education Group
(the rise and fall of recent educational policies; internal, local, and provincial politics; confessional, impressionistic, and critical ethnographies)

Rouleen Wignall, Ph.D. (Toronto)
Assistant Professor
(administrative context; purpose, value, power, compliance, and public and private life; culture/gender issues; research methodologies and ethics; resource allocation)

Marvin A. Zuker, LL.B (Osgoode), M.Ed. (Toronto)
Assistant Professor, cross-appointed to the Higher Education Group
(legal context of education)

PROFESSORS EMERITI:

Alan F. Brown, Ph.D. (Alberta)
Mark Holmes, Ph.D. (Chicago)
John H. House, Ph.D. (Alberta)
Edward H. Humphreys, Ed.D. (Toronto)
E. Brock Rideout, M.Ed. (Toronto)

DEPARTMENT MISSION

The department is devoted to the study and development of policy, planning, leadership, and administration in education.

PROGRAMS

Several programs are offered by the Department of Educational Administration to meet the diverse needs of practitioners and scholars of educational administration.

The M.Ed. and Ed.D. programs are designed to prepare practitioners for leadership careers at various levels. These programs concentrate on those elements of theory and research that are of direct assistance in understanding and resolving problems and issues confronting practising administrators.

The M.A. and Ph.D. programs are intended particularly for those who are interested in educational administration as an academic field of study. Students are typically interested in the ideas behind this applied field of study, and their research involves the application of ideas to practice. The M.A. program appeals to those with an excellent academic background who want to continue to the Ph.D. The Ph.D. program is especially of interest to those considering a future in the university or in research.

Non-degree programs include the Certificate Program in School Management and the Diploma of Advanced Studies in Educational Administration, offered through the department; and the Ontario Principal Certification Program and the Supervisory Officer's Qualifications Program, offered through the Centre for Leadership Development. For these latter two programs, please contact Marie Maidman at the Centre for Leadership Development, Room 7-234, OISE.

CERTIFICATE PROGRAM IN SCHOOL MANAGEMENT

The Certificate Program in School Management serves the professional development needs of school business officials and other educational administrators who desire further study in school administration.

Admission and Fees

Admission requirements are:
(a) seven years' experience as a school business official or in some other aspect of school administration;
(b) two letters of recommendation, one from an educational administrator for whom the applicant has worked directly, one from a professional colleague or a university professor who can speak to the question of academic competence;
(c) an educational background appropriate for work at an advanced level; normally, a degree of high standing from a recognized university or equivalent.

The Certificate Program is operated entirely by the Department of Educational Administration. All correspondence and fees should be sent to: S. B. Lawton, Coordinator, Certificate Program, Department of Educational Administration.

Full-time students pay the full graduate academic fee per annum (plus incidental fees). Part-time students pay for each half-course. In 1993/94, the full-time annual fee was $2543 and the half-course fee was $381.50.

Program of Study

The program of study consists of:
(a) 1040 and 1041, which are normally taken first;
(b) two half-courses related to school board management, which normally include 1017;
(c) two elective courses, normally in Educational Administration.

Students may begin the program in the summer, fall, or winter. If full-time, the program may be completed in one Regular Session (September to April). If part-time, it may be completed in any three Regular or Summer Sessions.

DIPLOMA OF ADVANCED STUDIES

The Diploma of Advanced Studies in Educational Administration is intended for experienced administrators holding a master's degree in administration or equivalent who desire a short full-time program of challenging studies and experiences.

Each student's program will be planned on the basis of a needs analysis with department faculty. The program will consist of a total of six half-courses, credit for two of which may be earned through approved professional development activities; ten contact days of approved activity will constitute the equivalent of one half-course. Normally, there will be a full-time requirement of one term of study (September to December or January to April). All requirements for the Diploma will have to be completed within seven years of admission to the program. No credit will be given for courses or activity before admission; nor will courses taken as a Diploma student be credited toward other programs.

For more information, contact S. B. Lawton, Coordinator, Diploma of Advanced Studies in Educational Administration, in the department.

MASTER OF EDUCATION

The M.Ed. program is designed primarily for persons who are interested in learning the nature and practice of leadership in administration, policy, and planning.

Departmental Requirements

In addition to the general requirements in the "General Requirements for Admission and Degrees" section of this Bulletin, desirable departmental criteria for admission to an M.Ed. degree program are as follows:
(a) a good university degree, preferably with a concentration and focus in an area relevant to the type of educational administration the applicant wishes to enter;
(b) an interest in the study and practice of administration;
(c) academic qualifications beyond the first degree;
(d) two letters of reference (see "Application for Admission" section). Whenever possible, one should be written by an educational administrator for whom the applicant has worked, and the second by a professional colleague.

Program of Study

There are two options within the M.Ed. program in Educational Administration for all students commencing their degree program after July 1, 1993. Option II as described in the "General Requirements" section consists of eight half-courses and a major research project (MRP), and Option III consists of six half-courses and a comprehensive thesis. Applicants to the latter program must have graduated with a four-year honors degree or the equivalent.

Option II comprises:
(a) 1040 Educational Administration I: The School System; 1041 Educational Administration II: The School System in Society; and 1003 Introduction to Research in Educational Administration, or equivalent;
(b) five other courses, of which at least two must be in Educational Administration;
(c) a research project to be carried out under the guidance of a faculty member.

Option III comprises:
(a) 1040 Educational Administration I: The School System; 1041 Educational Administration II: The School System in Society; and 1003 Introduction to Research in Educational Administration, or equivalent;
(b) three other courses, of which at least two must be in Educational Administration;
(c) a comprehensive thesis, to be developed under the guidance of a faculty member.

It is expected that 1040 and 1041 will be taken at the beginning of the program, and 1003 later.

Students contemplating applying to a doctoral program, which requires a Qualifying Research Paper (QRP) before admission, should plan their M.Ed. courses particularly carefully with their faculty advisor. MRPs may meet the QRP requirements.

After completing course requirements, M.Ed. students must continue to enrol until theses or MRPs are approved. The department strongly recommends completion of theses and MRPs within eighteen months of finishing course requirements.

Students currently enrolled in Option I (comprehensive examination) who have not fulfilled examination requirements are encouraged to change to Option II or III; the comprehensive examination for those continuing in Option I will be given in May of each year.

Students who are working toward the M.Ed. degree on a part-time basis are advised that some courses in the M.A., Ph.D., and Ed.D. programs may not be open to them since they may require full-time study or attendance during the day.

Any course offered by the department, by the Institute, or by another graduate faculty in the University of Toronto may be selected as an elective. Students selecting such courses should consult their faculty advisor. Students may commence their program in the fall, part-time or full-time, in the Summer Session, or in the first or second term of the Regular Session.

OFF-CAMPUS COURSES (M.Ed. and Certificate students)

The department is currently offering some sections of existing courses off-campus. The purpose is to make some Institute courses available during the first and second terms to people in localities far from Toronto. The admission requirements for the M.Ed. degree program and the Certificate program respectively are the same for the off-campus courses as for the regular campus program.

Information materials for both off-campus and on-campus courses to be offered in the 1994 Summer Session and the 1994/95 Regular Session for continuing students will be available from the Office of Graduate Studies on March 1. New applicants should apply by January 15, although later applications in the off-campus program will be considered.

For more information, contact J. E. Davis, Graduate Studies Academic Secretary.

DOCTOR OF EDUCATION

The Ed.D. program in Educational Administration is designed to develop highly competent personnel for senior administrative positions in school systems, colleges, universities, and other educational institutions and agencies. The program is designed to satisfy the needs of practising and aspiring educational administrators who, because of the increasing complexity of problems related to the operation of educational organizations, have recognized the need for further professional training. The emphasis is on developing skills in the application of knowledge from theory and research to practical administrative problems. To accomplish this, the program is flexibly designed and involves numerous collaborative experiences among faculty members, students, and administrators.

Departmental Requirements

In addition to the general requirements given in the "General Requirements for Admission and Degrees" section, the Department of Educational Administration specifies the following:
(a) The applicant should hold a master's degree with specialization in Educational Administration from the University of Toronto, or an equivalent degree. Additional coursework will be required from those who do not have a background in administrative studies.
(b) The applicant must have had a successful leadership experience in education or must show potential for leadership. Evidence of this will be provided by two letters of reference that the applicant must secure from senior administrators under whom the applicant has functioned, commenting on the applicant's
—achievement in identifying and solving educational problems;
—ability to work with people;
—leadership style; and
—awareness of current social and educational issues.
(c) Applicants must also furnish at least one letter of reference from a professor under whom they have studied, commenting on their scholarly achievement. Those applying to the Administrator Doctoral Program option should so indicate on form B#3 of the applications materials.

Program of Study

The Ed.D. program is organized into six complementary components:
(a) Ed.D. core seminars, which consist of two half-courses (3040 and 3041) that apply theoretical knowledge to problems likely to be experienced by senior administrators in educational organizations;
(b) two of the following three half-courses or their equivalent: 3042, 3043, or 3044. (3044 is the administrative internship program, and only an internship program taken for credit at another university would be considered equivalent);
(c) two further courses in Educational Administration at the 3000 level;
(d) elective courses: two are required, although more may be taken. It is suggested that at least one elective be taken outside of the department;
(e) a comprehensive examination as part of the thesis proposal hearing;
(f) a doctoral thesis.

A student's program of study will normally begin in the fall term. The internship, if selected, would occur normally in the intersession between the spring and summer terms. Successful applicants are encouraged to begin the program with the residence year. If part-time study is chosen, it should begin as close to the residence year as possible.

The Program Coordinator will act as advisor to candidates until such time as a thesis supervisor is chosen. Candidates are responsible for meeting all of the program requirements as outlined in this Bulletin, unless changes are approved in writing by the Program Coordinator or the thesis supervisor.

Candidates who have been accepted to the Ed.D. program will be given a commitment from the Department of Educational Administration that a place will be retained for them for a maximum period of three years from the date of original acceptance. (Such commitment, however, is subject to any changes in OISE admission requirements.) Candidates accepted under this provision will be required to indicate by December 31 their intention to begin the program in the next academic year. When requesting application materials from the Office of Graduate Studies, it is important to indicate that you wish to apply for the Ed.D. program in Educational Administration.

For more information, contact E. S. Hickcox, Ed.D. Program Coordinator.

ADMINISTRATOR DOCTORAL PROGRAM (Ed.D.)

The administrator doctoral program is a new initiative in program delivery designed for full-time administrators in educational or public-sector organizations. The admission and program requirements are generally the same as those of the present Ed.D. program with some exceptions. They include the same number of required courses, the internship, the comprehensive examination as part of the thesis proposal hearing, and the doctoral thesis.

Some characteristics are unique to this program option:
—Unlike that of the current Ed.D. program, the residence requirement will be satisfied by two four-month periods.
—To reflect the value of a cohort program, the schedule of the required courses will follow a fixed pattern for each group of students.
—The residence requirement will coincide with the scheduling of the required courses (i.e., May–August).
—Students will be in a cohort group for three of the four required courses: 3040 Administrative Theory and Educational Problems I; 3041 Administrative Theory and Educational Problems II; and 3042 Field Research in Educational Administration.
—Approved research proposals for the thesis will be field based and directed to administrative and organizational problems.
—Students normally will be required to participate in a supervised internship, 3044 Internship in Educational Administration, unless an alternative is approved by the Program Coordinator or the thesis supervisor.

The Program Coordinator will act as advisor to candidates until such time as a thesis supervisor is chosen. Candidates are responsible for meeting all of the program requirements as outlined in this Bulletin, unless changes are approved in writing by the Program Coordinator or the thesis supervisor.

MASTER OF ARTS AND DOCTOR OF PHILOSOPHY

The M.A.–Ph.D. program fosters the study of problems in the administration and leadership of educational programs. It will best serve those who have a commitment to scholarship and research as means for deepening their understanding of administrative action in schools or in other educational and service institutions. While experience in teaching and administration is not an essential prerequisite for admission, such experience is a desirable background. It should be noted that M.A. students may also proceed to an Ed.D. program.

Applicants to the program must include with their application a statement of their background and interests. The statement should describe the applicant's past professional and educational experience and should demonstrate how studies within the M.A.–Ph.D. program would help in the attainment of future career goals.

Upon entry to the program, the M.A.–Ph.D. Admissions Committee will assign an advisor to assist the student in choosing a specific program of study. This assignment will be made on the basis of the written statement of the student's plans and in light of his or her interests and preferences. The initial assignment of a program advisor does not, however, determine the selection of a supervisor for the student's thesis research, as that relationship is to be later worked out mutually between the student and a faculty member.

For information not provided in this Bulletin, applicants should contact the M.A.–Ph.D. Program Coordinator.

Departmental Requirements

Admission to the M.A. degree program normally requires a B+ standing in the final year of a four-year undergraduate degree in a relevant discipline or professional program (see the "General Requirements" section). The M.A. program consists of eight half-courses and a thesis. Additional courses may be required of some applicants. The M.A. is available through both full-time and part-time studies.

Admission to the Ph.D. program requires prior completion of the University of Toronto M.A. degree or its equivalent with at least A– standing. Students who have completed an appropriate master's degree that did not include a thesis or research project are required to complete a Qualifying Research Paper to a standard satisfactory to the M.A.–Ph.D. Admissions Committee. Before undertaking a qualifying research project, students should first consult the Program Coordinator.

The minimum required number of courses for the Ph.D. program for those who have completed an M.A. program within the department is six half-courses. Students with less background in educational administration at the graduate level are usually required to take either eight, ten, or twelve half-courses.

The general admission requirements for M.A. and Ph.D. programs are set out in the "General Requirements" section of this Bulletin.

Program of Study

M.A.

At least half of the required courses for an M.A. program must be completed in the Department of Educational Administration. The remaining courses may be selected from those offered in the department, in other departments of OISE, or in other graduate departments of the University of Toronto. At least two half-courses concerned with methods of inquiry must be included. Normally the courses chosen for the M.A. program will be at the 1000 level.

Ph.D.

The program comprises at least six new half-courses, four of which normally must be 3040, 3042, 3043, and one elective advanced-level (3000) course. Students who have already attained an acceptable level of competence in research methodology may be authorized to choose a course in a different area of specialization.

As students' course selections are not formally authorized, it is the student's responsibility to ensure that the selected program meets the departmental requirements. Any deviation from the program described above must be approved in writing by the Program Coordinator.

Ph.D. candidates are required to pass a comprehensive examination during their program of study. A thesis is required.

COURSES

A course is identified with this department when the first two digits in the course number are 10 or 30.

1001 F,S,H The School as a Social Invention

A look at alternatives to traditional organization theory. Students will explore various interpretive, critical, and postmodern theories to assist them in understanding the social realities of school and administration. Topics may include conflict, deviance, inequality, administrative morality, and responsibility, among many others. The course may be of special value to students working to develop a theoretical framework to support a thesis or research project, but it would also meet the needs of any student seeking to establish or broaden an understanding of organization and administrative theory.

J. J. Ryan

1003 F,S,H Introduction to Research in Educational Administration

A seminar examining strategies, techniques, and problems involved in the conduct of research in educational administration. This seminar prepares the student for defining research problems, reviewing relevant literature, writing research proposals, and conducting research in educational administration.

P. T. Begley, D. J. Corson, S. B. Lawton, S. Padro, and R. Wignall

1004 F,S,H The Use of Research in Educational Administration

The purpose of this course is to assist administrators in obtaining, evaluating, interpreting, and using research in the operation and improvement of schools, programs, and staff. Topics will include the analysis of types of research and research strategies in educational administration, case studies of the use of research in policy development and implementation, the role of research departments in providing organizational intelligence, and the administrator's role in sponsoring, directing, and using original research.

S. Padro and staff

1005 F,S,H The Computer in Educational Administration

No computer experience required. Introduction to the uses of the computer in educational administration and planning at the school, local board, provincial, and college levels. Topics covered in the course include the principles of systems analysis, management information systems, and a selection of recent administrative applications of the computer in Ontario and elsewhere. The course includes visiting lecturers, practical examples, and demonstrations of existing applications in the field.

S. Padro

1009 F,S,H Administrator–School Board Relationships

A study and analysis of the factors in-

fluencing decision-making at the organizational level. Senior administration and trustees become a focus of study, and an exploration is made of the processes leading to school board policy and procedural decisions. Evening visits to school boards (apart from class time) and interviews with trustees and administrators are used to collect data, which are analysed and used as the basis for developing generalizations about decision-making. Corporate boards may be studied by students from non-education backgrounds.
J. E. Davis

1010 Y Research Seminar in Educational Administration

A seminar examining strategies, techniques, and problems involved in the conduct of research in educational administration. This seminar prepares the student for the evaluation, interpretation, and conduct of research and development in educational administration. Under the supervision of the instructor, each student is required to formulate, carry out, and report on a research project.
S. Padro and staff

1012 F,S,H Organizational Culture and Decision-Making

An analysis of the organizational culture of educational organizations. The implications for action resulting from research and theory relating to organizational culture are examined. Case studies and field experiences are used as bases for the analysis of decision-making within the context of specific organizational cultures.
J. E. Davis

1013 F,S,H Supervisory Relationships

A basic course in supervision specializing in human interaction, its purpose and its effects. Content ranges from policy to program to specific skills training and considers issues pertinent to the position of supervisor.
Staff

1016 F,S,H School Program Development and Implementation

An analysis of issues and problems in conceptualizing, operationalizing, and evaluating a total school environment in terms of a range of divergent goals and values. Major topics include strategies for program development and change in the context of education in Ontario and Canada, theoretical and empirical bases differentiating educational environments, the role of the program manager, and skills needed to manage program development, organization, implementation, and evaluation.
J. E. Davis and K. A. Leithwood

1017 F,S,H Educational Finance and Economics

Topics include: public education as an economic institution; the sources and methods of distribution of public school revenue at the various levels of government; provincial and state school grant systems and the rationale behind them; principles and practices in school budgeting and salary scheduling; the relationship between investment and education, the formation of human capital, and national economic growth.
S. B. Lawton and R. Wignall

1018 F,S,H Political Skill in the Education Arena

Practical considerations in solving political problems in and about schools. Focus is on the five levels of local governance: family/school, micro-politics (within the school), neighborhood, mesopolitics (the school and the central office), and the board. Special attention to understanding background variables such as the environment, institutions, power, and issues. Workshop activities centre around processes such as coalition-building, advocating, believing, and co-producing. Readings include

procedural, fictional, and conceptual materials.
R. G. Townsend

1019 F,S,H Ethics and Educational Administration

Justice is the first virtue of social institutions, including and especially schools, colleges, and universities. Administrators in education are continually asked to decide on matters of equity, to adjudicate between conflicting value positions, and to accommodate different rights and human interests in their planning. Often administrative practice in these areas is less than successful. This course will study various ethical schools of thought and modern approaches to social justice. It will apply that content to administrative practice in education. Particular attention will be given to equity issues in areas of race, culture, gender, age, social class, national origin, language, ancestry, sexual orientation, citizenship, and physical or mental abilities.
D. J. Corson

1020 F,S,H Teachers and the Administrative Process

This course deals with the position and action of teachers in the administrative process as receivers and interpreters of administrative decisions, as dischargers of administrative responsibility themselves, and as contributors to collective processes of school decision-making and development. It looks at the determinants of teachers' classroom strategies, the shared culture of teachers, conflicting subject subcultures, teachers' careers, the role of teachers in school decision-making, the relationship of teachers' educational commitments to aspects of their broader lives (such as age, religious and political beliefs, and gender identity), and the role of teachers in fostering or inhibiting educational change. The course will be of interest to elementary and secondary teachers and to educational administrators.
A. Hargreaves

1022 F,S,H The Social Context of Administration

This course examines the administration of educational institutions, particularly schools, in a social setting. Whereas 1041F,S,H looks generally at schooling as a part of the larger society, this course examines more deeply such topics as: the school board, the administrator, and the system; teachers' organizations and their effects on schooling; minority and pressure groups and education; social organization of the school and its relationship to school administration; the role of the principal in terms of internal and external pressures; the responsibility of educational institutions to compensate for societal deficiencies. An attempt is made to look at the educational institution within a social setting.
R. Wignall

1023 F,S,H Interpersonal Relations in School Systems

The study of patterns of interaction among adults in loosely defined organizational settings. Class members discover their operational interactive values, analyse interpersonal events, study effects of sociality variations, articulate personal changes resulting from cross-person behaviors, create the instrumental relationship, and attempt to understand the administrative efficacy of interpersonal competence in programs of organization change. To do this, the course uses detailed observations and descriptive notes, constructivist analysis of collaborative values priorities, and vignette validations towards leadership improvement.
Staff

1024 F,S,H Clinic in Administrative Relationships (Pass/Fail)

The development of administrative com-

petency in interpersonal and group relations through the laboratory method, vicarious and instrumented experiences, and clinical procedures. Primary emphasis is given to expanding the learner's experience rather than organizing it.
D. F. Musella

1025 F,S,H School Effectiveness and School Improvement

This course examines the factors contributing to school effectiveness, including school climate and physical characteristics, instructional patterns, types of organization, and the use of time. It also considers the possibilities for school improvement in the context of a pluralist democracy.
Staff

1026 F,S,H Evaluation of Professional Personnel in Education

Issues surrounding performance evaluation of teachers and administrators in school systems will be examined. Topics include current practices in evaluation, evaluation policies and procedures, the legal context, the political dimensions, and related areas such as recruitment and selection of personnel. The conceptual background centres around a systems approach to personnel development. The thrust of the discussions, however, will be on practical problems in evaluation in schools within the Canadian setting.
P. T. Begley and E. S. Hickcox

1028 F,S,H Policy Delivery and Schools

How people "construct" educational policies and how other people deliver those policies. Attention is given to agenda-setting, backward mapping, crafting alternatives, estimating feasibility, and coping with unanticipated consequences. Ethnographic work and school administration.
R. G. Townsend

1029 F,S,H Special Applications of the Administrative Process

Some unique problems, presented to the administrator placed in special structures or environments, are examined with a view to developing appropriate applications of administrative processes. Depending upon resources of staff and needs of students electing this course, it will cover the administration of any one of, or combination of, the following: programs of special education, colleges and other institutions of higher education, large urban complexes, areas presenting special sociocultural problems, computer-assisted administration, and comparative educational administration.
Staff

1030 F,S,H The Legal Context of Education

An examination of the current context of legal discourse related to the practical exigencies of present-day school experience. A detailed study of the sources of law under which educators operate. The law is not immutable. Emphasis on negligence, malpractice, human rights and the school system, Bill 82, teacher rights, and student discipline.
M. A. Zuker

1033 F,S,H The Collective Bargaining Process in Educational Organizations

This course provides a basic framework for understanding and participating in the collective bargaining process. Students will be expected to view labor/management relations in the education sector within the context of the broader Canadian industrial relations system. Topics covered include a review of the Ontario Labour Relations Act; legislation governing public-sector bargaining in Canada, especially legislation governing bargaining in schools and colleges; the collective bargaining process; the grievance procedure; and alternative conflict-resolution mechanisms. The

course is designed for those who have had *no* previous courses in this area and *no* extensive experience in union/management relations. Those who have a background in this field, either from a prior course or direct experience, should enrol in 1034 or 1035.
A. M. Kruger

1034 F,S,H Preparation for Collective Bargaining in Education

Collective bargaining in educational organizations will be examined as a cyclical process that begins with the development of essential information, and proceeds to the production of a brief for presentation, hence to the actual bargaining process, and then to the maintenance of the agreement. Emphasis will be placed on preparatory stages of bargaining and on clarification of issues and strategies. An examination of relevant empirical evidence and publications on collective bargaining will be employed to develop strategies for bargaining preparation. The course will be of value in collective negotiations to members of either staff or management teams.
Staff

1035 F,S,H Administration of Collective Agreements in Educational Organizations

An exploration of means by which collective bargaining agreements may be managed effectively in educational organizations, focusing on administrative arrangements for the managing of agreements, teachers' arrangements for monitoring the management of agreements, consultative activities and their effects, means of conflict resolution including the grievance and arbitration processes and the effects of these processes on the organizations, school law and regulation, and educational policy. Particular use will be made of current agreements and arbitration cases.
Staff

1036 F,S,H Planning in Educational Organizations

This introduction to educational planning is designed to provide teaching and administrative personnel with basic knowledge and skills in educational planning. Present approaches to educational planning will be examined within the development of educational planning over the last fifty years. Theories and methodologies considered will include strategic planning, projecting of enrolment and teacher supply/demand, facilities, program, personnel and service planning, information development and maintenance, provision of special services, and financial planning. A systems perspective will illustrate the interrelationships among roles, levels, and functions that exist in the educational system.
S. Padro

1037 F,S,H Issues in Planning Educational Systems

Major current issues in educational planning at the institutional, regional, and national levels of the education system will be examined. A number of theoretical approaches to system management will be addressed. Topics such as organizational information processes, collective bargaining, development of management systems, and strategic and long-range planning will be examined from a systems perspective. Major system shocks will be treated through in-depth analysis.
Staff

1038 F,S,H Systems Analysis for Educational Planning and Decision-Making

An introductory overview of systematic approaches to educational planning, decision-making, and improvements. Topics to be covered include: approaches to analysis of systems, project and system planning, system design, and analysis for decision-making and implementation of change. Emphasis

will be on conceptual understanding of the field and on applications to educational systems at various levels.
S. Padro

1039 F,S,H Planning for Schools and School Systems

This course, through lectures and in-class planning exercises, introduces applications of educational planning techniques within a strategic and long-range planning context in the school and school system. It involves common planning tasks arising in the management of school systems—such as educational demography, new approaches to siting of schools and space planning, the importance and judicious use of temporary school facilities, and alternative approaches to closing schools and the problem of declining enrolment. One purpose of the course is to acquaint the student in some depth with the techniques of enrolment projection and their application, and the estimation of teacher demand/supply by subject specialization.
S. Quazi

1040 F,S,H Educational Administration I: The School System

Focus is on concepts both historical and emerging significant to the understanding of education and educational administration. Topics include traditional theoretical and conceptual constructs in the field such as theories of organization, power, change, and leadership as well as more emergent and contemporary topics such as values in administration, staff development, and school improvement. The emphasis is on the administration as a process internal to the organization as opposed to a focus on external forces impinging on educational administration. An effort is made to connect concepts to the reality of administrative practice.
P. T. Begley, J. E. Davis, E. S. Hickcox, J. J. Ryan, and R. Wignall

1041 F,S,H Educational Administration II: The School System in Society

Focus is on the external environment within which elementary and secondary educators work. Topics include major policy areas in education together with the ways administrators may respond to related issues and influences. Examples that may be included are: gender; multiculturalism; parental influence; choice of school and program; the labor market and the economy; equality of educational opportunity and social mobility; the financing of education; changing social values and educational philosophies; centralized and decentralized decision-making; educational and non-educational pressure groups and stakeholders. In all cases, the external conditions are examined in the context of education, the educational system, the school, the school system, and their administration.
P. T. Begley, A. Hargreaves, D. F. Musella, S. Padro, J. J. Ryan, and R. Wignall

1042 F Educational Leadership and Cultural Diversity

This course is designed to acquaint students with the practices and issues associated with administration, organization, and leadership in educational organizations with culturally diverse student populations. Students will have the opportunity to critically analyse and appraise the practices and issues involved in the administration and leadership of such schools. They will also have the chance to probe and clarify their own conceptions of, and attitudes toward, multicultural education generally and leadership in such school organizations specifically, in ways that will assist them with their own administrative practices.
J. J. Ryan

1045 F,S,H Language Policy Across the Curriculum

School language policy-making is a developing activity of importance for educational administrators in pluralist societies. A language policy is a firm plan for action addressing the first- or minority-language problems of a school, a college, a board, or some other educational agency. The goal of this course is the production of that working policy document (or strategic plan) that should have a reasonable chance of being used in a formal way within the student's present or future institution. The course addresses the administration of all kinds of language activities in education: mother-tongue teaching; second-language learning; language maintenance; bilingual education; minority-culture schooling; community-language teaching; and gender and language. A subtext of the course's seminars is the integration of issues of social justice and power into the development of coherent and workable policies that are seen as agreed plans for action.

D. J. Corson

1047 F,S,H Managing Changes in Classroom Practice

The course explores the meaning of classroom change from the teacher's perspective, addressing such issues as contemporary views of learning, the nature of teacher development, and the context of teaching. The perspective is then used to better appreciate how those in school leadership roles can facilitate efforts by teachers to improve their own practices, as well as respond meaningfully to out-of-school pressures for change.

K. A. Leithwood

1048 F,S,H Educational Leadership and School Improvement

A companion course to 1047. Contemporary conceptions of leadership are examined for their value in helping present schools improve and future schools serve their publics well. Understanding of expert leadership is developed through the study not only of expert leaders' behaviors, but also of their feelings, values, and problem-solving strategies. The formal and informal experiences that contribute to the development of leadership expertise will be examined.

K. A. Leithwood

1052 F,S,H Individual Reading and Research in Educational Administration: Master's Level

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student that are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

3013 F,S,H Dynamics of Organizational Effectiveness

A seminar on adult human behavior in organizations, including: effect of human sociability; dialectics of leadership/cathexis, consensus/conflict, eustress/distress; discovery and development of personal constructs used as hidden determinants of person–person decisions. Students receive help on their major assignment: to design and report a project intended to have some impact upon a selected organization.

Staff

3017 F,S,H Problems in the Finance and Economics of Education

Problems of productivity in education, input/output relations, theories of grants-in-aid, cost/quality relations, taxation for education, the budgetary process, automatic and non-automatic remuneration for educational personnel, local property assessment, financing of capital outlay, federal/provincial/local sharing of educational costs, financing of long-term developments in education. Prerequisite: 1017F,S,H or permission of instructor.

S. B. Lawton

3018 F,S,H Governing Education: A Seminar on Politics

Concepts, perspectives, and methods of political science are used to deal with educational issues in structured ways, while educational issues are used to exemplify and assess the relevance of political science concepts for understanding education.

R. G. Townsend

3022 F,S,H The Investigation of School Culture: An Examination of the Daily Life of Schools

This course is intended to place the norms, values, and practices of school life within an administrative context. The focus is on factors that promote or inhibit the development of community and the achievement of educational purposes. Students are invited to apply a variety of interpretive frameworks to their understanding of institutional culture.

Staff

3024 F,S,H Field Studies in Educational Leadership

The course is designed to meet the needs of doctoral students working closely together on issues and problems in educational leadership. Such issues may include developing collaborative school cultures, school-based management, teacher leadership, gender and leadership, and the leadership implications of restructuring. Topics will vary, however, with student interests and concerns and with current field priorities. Issues will be analysed through practical study in the form of site visits, video case analysis, or sample participation in field exercises (such as peer-coaching training), through scholarly reading and discussions, and particularly through interaction between the two. The course will be particularly appropriate for students seeking a strong field focus in their doctoral program.

A. Hargreaves and staff

3029 F,S,H Special Topics in Educational Administration

This course permits the study of specific topics or areas in educational administration not already covered in the courses listed for the current year. The topics will be announced each spring in the Regular Session and Summer Session timetables.

Staff

3037 F,S,H Strategic Planning in Educational Organizations

In this seminar, concepts of strategic planning will be explored in terms of processes, issues, and applications in the educational system. The role of strategic planning will be examined in terms of the organization's mission, its stakeholders, and its environment.

S. Padro

3040 F,S Administrative Theory and Educational Problems I: People and Power in Organizations

A review of major perspectives on the individual and the organization includes discussion of questions pertaining to the nature of society and the nature of people. Of immediate concern is the manner in which decisions and organizational outcomes are produced, as well as the bearing that these sets of arrangements have upon productivity and the well-being of those whose lives are touched by organized education. Of express concern is the manner in which power is exercised in everyday situations that may involve elected officials, appointed administrators, teachers, students, and the public at large.

J. E. Davis

3041 F,S Administrative Theory and Educational Problems II: Doctoral Seminar on Policy Issues in Education

This seminar examines significant policy issues in education, both historical and current, both Canadian and international. Emphasis is on acquiring an understanding of the content and significance of the policies, with a secondary interest in policy analysis and development. Various faculty in the Department of Educational Administration will be responsible for particular sessions.

Required for Ed.D. students. An elective for Ph.D. students. Permission of course coordinator required for students outside Educational Administration.

E. S. Hickcox and R. Townsend

3042 H Field Research in Educational Administration

The course explores naturalistic and ethnographic methods of research applied to field research and case studies in educational administration. The researcher as participant in as well as an observer of social reality. The relationship of fact and value in social research, the limits of science in truth-making. The relationship of such science-established truth to evaluation and administrative action. The problems of ethical inquiry into organizational and administrative realities.

D. J. Corson, A. Hargreaves, and J. J. Ryan

3043 F,S,H Survey Research in Educational Administration

An exploration of the history and current use of survey research in educational administration. Topics will include an assessment of the strengths and limitations of the methods, the selection of samples, questionnaire design, standard measurement instruments used in the field, methods of data analysis, the drawing of causal inferences, and presentation of results in a clear and effective manner.

Prerequisite: 1003F,S,H or 1666 F,S,H or 1960F,S,H or permission of the instructor.

S. B. Lawton and S. Padro

3044 S Internship in Educational Administration

An advanced administrative experience, primarily for Ed.D. students, under the joint guidance of faculty members and senior administrators in the internship location. Placement and responsibilities relating to the internship are determined on an individual basis depending on the needs, interests, and aspirations of students and on the availability of appropriate locations.

E. S. Hickcox

3047 F,S,H Research Seminar on Leadership and Educational Change

The course explores a variety of initiatives being taken to improve, reform, and/or restructure schools. The basic intents of these initiatives are examined in an effort to understand implications for productive change processes at the classroom, school, and school system levels. Emphasis is given to the role of leadership in fostering educational change. Students will be involved in a research project designed to illustrate the practical meaning of course concepts and to refine their research capacities.

K. A. Leithwood

3052 F,S,H Individual Reading and Research in Educational Administration: Doctoral Level

Description as for 1052F,S,H.

HIGHER EDUCATION GROUP

Ian Winchester, D.Phil. (Oxford)
Professor, and Chairperson of the Department, cross-appointed to History and Philosophy of Education
(history and philosophy of higher education; philosophy of science; philosophy of language; theory of knowledge; philosophy of research traditions)

Graduate Studies Academic Secretary:
Michael L. Skolnik, B.Phil. (Oxford)
Professor, cross-appointed to the Centre for Industrial Relations, University of Toronto
(higher education systems; the university and society; higher education policy)

Willard Brehaut, Ed.D. (Toronto)
Professor Emeritus, cross-appointed to History and Philosophy of Education
(history of higher education in Canada)

George L. Geis, Ph.D. (Columbia)
Professor
(design and evaluation of instructional systems; the professoriat; faculty development)

Ruth E. S. Hayhoe, Ph.D. (London)
Professor
(comparative higher education; international academic relations; higher education in Asia)

Angela Hildyard, Ph.D. (Toronto)
Associate Professor, and Assistant Director (Field Services and Research), OISE
(cognitive psychology; learning and learning systems in higher education)

John W. Holland, Ph.D. (Syracuse)
Professor
(politics, philosophy, and finance; comparative education)

Arthur M. Kruger, Ph.D. (Massachusetts Institute of Technology)
Professor, and Director, OISE, cross-appointed to Educational Administration
(collective bargaining in the public sector)

Alison Prentice, Ph.D. (Toronto)
Professor, cross-appointed from History and Philosophy of Education

Richard G. Townsend, Ph.D. (Chicago)
Professor, cross-appointed from Educational Administration

Cicely Watson, Ph.D. (Harvard)
Professor Emeritus
(professional education; planning and policy studies for systems of higher education)

Marvin A. Zuker, LL.B. (Osgoode), M.Ed. (Toronto)
Assistant Professor, cross-appointed from Educational Administration

ASSOCIATED INSTRUCTORS:

Niall P. Byrne, Ph.D. (Toronto)
Professor, Faculty of Medicine, University of Toronto
(medical education systems planning)

Doreen Cleave-Hogg, Ph.D. (Toronto)
Assistant Professor, Faculty of Medicine, University of Toronto
(staff and instructional development in medical education)

Robert Cohen, Ph.D. (Toronto)
Assistant Professor, Faculty of Medicine, University of Toronto
(evaluation of health professional education)

Glen Jones, Ph.D. (Toronto)
Assistant Professor, Faculty of Education, Brock Universitiy
(systems and politics of higher education in Canada)

Daniel W. Lang, Ph.D. (Toronto)
Associate Professor of Higher Education, cross-appointed from the University of Toronto; Assistant Vice-President (Planning) and University Registrar, University of Toronto
(administration and management of universities; planning in higher education)

Charles E. Pascal, Ph.D. (Michigan)
Deputy Minister of Education and Training, Province of Ontario
(administration of community colleges; organizational and professional development in postsecondary institutions)

Saeed Quazi, Dip.T.& R.P. (Toronto)
Project Director in Higher Education
(strategic and long-range planning at the system and institution levels; university and college administration; human resource planning and forecasting)

Arthur I. Rothman, Ed.D. (State University of New York at Buffalo)
Professor, cross-appointed from the Faculty of Medicine, University of Toronto
curriculum in higher education)

Bernard J. Shapiro, Ed.D. (Harvard)
Professor, Faculty of Education, University of Toronto
policy studies in higher education)

Richard G. Tiberius, Ph.D. (Toronto)
Associate Professor, cross-appointed rom the Faculty of Medicine, University of Toronto
staff and institutional development in igher education)

PROGRAMS

The study of higher education embraces critical examination, both historical and contemporary, of phenomena related to tertiary-level education, particularly tertiary-level institutions and systems in Canada.

Students may register for M.Ed., M.A., Ed.D., or Ph.D. programs in Higher Education. The general requirements for these degrees are outlined in the "General Requirements for Admission and Degrees" section of this Bulletin.

MASTER OF EDUCATION

Students will normally be required to pursue Option I (ten half-courses plus a written general comprehensive examination). Only in exceptional cases where later application for admission to doctoral study is anticipated may a student pursue Option II (eight half-courses plus a research project/paper). However, those students who are in the health professional education specialization are required to register in the M.Ed. Option II program, and all those commencing their program after April 1, 1991, must take the comprehensive examination. Normally all M.Ed. students must take 1803Y and at least four other courses in Higher Education.

The general comprehensive examination is offered once a year in April. Full-time students should take it at the end of their year of study. Part-time students normally will take it toward the end of their program.

MASTER OF ARTS

Admission to the M.A. degree program normally requires mid-B standing in the final year of a University of Toronto four-year undergraduate degree, or equivalent, in a relevant discipline or professional program. (See "General Requirements for Admission and

Degrees" section.) The M.A. program consists of eight half-courses, including 1803Y. Additional courses may be required of some applicants. At least half of the required courses for an M.A. program must be completed in Higher Education.

The M.A. in Higher Education requires one year of full-time residence plus a written general comprehensive examination and a thesis.

DOCTOR OF EDUCATION

In addition to the general requirements for Ed.D. admission as outlined in the "General Requirements" section of this Bulletin, the Higher Education Group specifies the following:
(a) a University of Toronto M.Ed. or M.A. in Education, with specialization in Higher Education, or the equivalent;
(b) at least two letters of reference commenting on scholarly achievement and promise, or professional achievement and promise, or both;
(c) a personal interview with the candidate to be arranged when possible;
(d) an acceptable master's thesis, research project report, or scholarly paper, which must be submitted at the time of application.

Program and Pattern of Study

Requirements include:
(a) a minimum of eight half-courses, or the equivalent, beyond a relevant and acceptable M.Ed. or M.A. degree, which may be taken full-time or part-time. Normally they will include 1803Y and at least three other half-course equivalents in Higher Education;
(b) a written comprehensive examination;
(c) a thesis reporting the results of original research, the emphasis of which may be either theoretical or applied;
(d) a minimum of two consecutive terms of full-time study: first and second, or second and first.

DOCTOR OF PHILOSOPHY

Ordinarily the Ph.D. program consists of:
(a) six half-courses beyond the M.A. or M.Ed. degree in Higher Education. In individual cases, students with a highly relevant master's degree in other educational specializations or other fields will be admitted, but makeup work in Higher Education will be required. The six half-courses will include four in Higher Education (the candidate's major subject) and two in the minor field. Unless exemption is granted for prior study, all Ph.D. programs in Higher Education must include 1803Y;
(b) a written comprehensive examination, usually taken in the second term of the second residence year;
(c) a thesis reporting the results of original research.

COURSES

A course is identified with the Higher Education Group when the first two digits of the course number are 18 or 38.

1801 F The History of Higher Education in Canada: An Overview

An analysis of the development of universities and other postsecondary institutions in English- and French-speaking Canada since the seventeenth century.
W. Brehaut and staff

1802 S Research Seminar in Higher Education in Canada

Students who have taken 1801F will examine in depth a particular area or period of interest, produce a research paper, and present it to the seminar. By permission of the instructor the prerequisite of 1801F may be waived.
Staff

1803 Y Recurring Issues in Postsecondary Education

An examination of some of the many is-

sues that have been characteristic of postsecondary education in the past and are likely to continue to be faced in the future.
Staff

1805 F,S,H The Community College

This course reviews the history and politics of the several categories of institutions that have borne the name "community college." Particular attention will be paid to the psychological, economic, and political assumptions that characterize the Colleges of Applied Arts and Technology in Ontario, past and present.
S. Quazi and J. Holland

1806 F Systems of Higher Education

A comparative description and analysis of tertiary-level systems of education with special attention to their structure and governance and the relevant features of the societies in which they operate.
Staff

1807 F,S,H Strategic and Long-Range Planning for Postsecondary Systems

This course is designed to provide students with basic knowledge and skills in strategic planning as applied to college and university systems. Past and current efforts at planning for universities and community colleges at the provincial level in Ontario will be analysed and compared with counterpart activities in other jurisdictions of Canada and the United States.
S. Quazi and D. W. Lang

1808F Research in Health Professional Education

This course addresses educational research approaches specifically in the health professions. It involves a critical examination of appropriate literature with respect to survey, qualitative, and quantitative research methods with the objective of enabling students to propose implementable research projects. The course is designed for students enrolled in the M.Ed. specialization in health professional education.
N. P. Byrne

1809 F Administration of Colleges and Universities

A study of the practice of management and administration in colleges and universities including: an examination of the processes of planning, organization, coordination, communication, control; decision-making practices; and the analysis of illustrative cases and present practices.
S. Quazi and J. Holland

1811 F,S,H Institutional Research and Planning

A study of the practice of institutional research and strategic planning in community colleges and universities. This course is designed to examine the methodologies and the practice of institutional research and to provide students with knowledge and skills in strategic and long-range planning as applied to colleges and universities at the institutional level. This course with an institutional focus complements 1807F,S,H, which has a systems focus.
S. Quazi and D. W. Lang

1812 F,S,H Education and the Professions

An examination of the nature of professions, claims of professional status, the appropriate education for selected professional and paraprofessional occupations, and problems common to professional programs.
Staff

1813 F,S,H Research in the University

An exploration of the history and growth of research in the university, together with an examination of purpose, practices, policies, and funding, with special reference to the role of governments.
I. Winchester

1814 F,S,H Curriculum in Institutions of Higher Education

A study of the logic and current practices related to curriculum design in postsecondary educational institutions.
A. I. Rothman

1815 F,S,H Teaching in Institutions of Higher Education

A study of the issues and areas that define the instructor's perspective of teaching in postsecondary educational institutions.
A. I. Rothman

1816 F,S,H Conceptions of Learning in Higher Education

An explanation of contemporary theories of learning as they apply to instruction and curriculum design in postsecondary educational institutions.
A. Hildyard

1818 F,S,H Educational Development: Examination of Strategies for Improving Teaching and Learning in Postsecondary Institutions

An exploration of a wide range of strategies for the enhancement of the education process with emphasis on the application of these strategies to the specific educational setting selected by the student.
R. G. Tiberius

1820 F,S,H Special Topics in Higher Education: Master's Level

A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Regular Session and Summer Session OISE course schedules.
Staff

1821 S Diversity and Differentiation in Postsecondary Education

The course will examine the range of programs and supporting institutional arrangements in postsecondary education and identify factors that contribute to differentiation within and between sectors.
M. L. Skolnik

1822 F The Idea of the University and the College

An examination of leading concepts of the primary nature of universities and colleges as institutions of higher learning, beginning with the rise of the universities in medieval Europe and including their development to the present day, with particular emphasis upon the evolution of the concept of the university in the nineteenth and twentieth centuries and the attendant and sometimes diverse role of colleges. The seminar involves selected readings.
I. Winchester

1823 S Research Seminar in the Idea of the University and the College

Students who have taken 1822F will examine in depth a particular area or period of interest, produce a research paper, and present it to the seminar. By permission of the instructor the prerequisite of 1822F may be waived.
I. Winchester

1824 F,S,H The Planning of Facilities in Higher Education

This course is designed to acquaint university and community college decision-makers with the methods for planning and evaluating educational facilities. The interaction between changes in educational policies, innovations in technology and curriculum, available resources, existing facilities, and the means and methods of implementation will be explored. Structural and institutional alterations required by policy changes will be investigated, and methodologies for the preparation of "educational specifications," facilities plans, architectural briefs, and other aspects of facilities planning will be surveyed.
S. Quazi and D. N. Wilson

1825 F Comparative Higher Education: Part I

This course lays the groundwork for the comparative study of higher education in different types of societies and historical periods. It provides an overview of the basic literature in comparative education, covering historical-philosophical, positivistic, phenomenological, and neo-Marxist approaches to the field. Central themes are the purpose of comparative education, differing views of social change, comparison, and the idea of scientific method. The role of such international organizations as the International Bureau of Education, UNESCO, and the World Bank in comparative education is discussed.
R. E. S. Hayhoe

1826 S Comparative Higher Education: Part II

This course is a continuation of 1825F, with a special emphasis on the application of comparative theory to the study of higher education in different types of societies. It also provides for a critical discussion of the specific literature on comparative higher education coming from disciplines such as history, sociology, and anthropology. Themes of interest include historical traditions of higher education and their transformation, gender in higher education, curricular patterns across different societies, and the relation of higher education to the state.
R. E. S. Hayhoe

1827 F,H The Politics of Higher Education

What makes the politics of higher education different from politics in other arenas? What political relationships exist between postsecondary institutions and such external actors as government and faculty unions? What internal relations characterize political interactions between trustees, administrators, professors, students, and others? This course explores these questions from a research and experiential base.
R. G. Townsend

1828 F,S,H Evaluation in Higher Education

The course examines models, methods, and concerns. Several levels of evaluation will be looked at (student learning; evaluation of instructor and course; program and institutional evaluation). Students will be required to write one short and one long paper and be encouraged to participate in class discussions. During class there will be practice in planning evaluations.
G. L. Geis

1840 F,H Economics of Higher Education

An examination of the economic aspects of higher education at the system and institutional levels, including consideration of the economic value of higher education and the contribution of higher education to the economy. The course will address the variety of ways in which the concepts and methodologies of economics can be applied to resource allocation and other policy decisions in higher education.
M. L. Skolnik

1841 F,H Public Finance and Higher Education

Public finance will be used as the frame of reference for studying efficiency, equity, and stabilization aspects of policy for public education. Attention will be paid to policy issues at the institutional, municipal, provincial, and national levels. Public and institutional budgets will be regarded both as the focus of educational policy contests and as the salient feature of the environment for educational policy-making.
J. W. Holland

1842 S,H Higher Education and the Labor Market

An examination of the interaction between higher education institutions and the labor market, with particular em-

phasis on the human-resources aspects of planning in higher education.
Staff

1843 S,H Higher Education and the Law

This course will examine the legal framework of higher education, including laws, regulations, and judicial interpretations that impact upon the governance and conduct of higher education. Particular attention will be placed upon the tension between academic autonomy and individual rights as they affect students' rights, faculty status, sanctions against discrimination, and the conditions attached to government funding.
M. A. Zuker

1852 F,S,H Individual Reading and Research in Higher Education: Master's Level

Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student that are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

Few 3800-level courses are offered in Higher Education. Most advanced study is undertaken on an individual basis. All doctoral programs should include individual reading and research courses in the area of the candidate's specialization.

3801 H Research Methods in Higher Education (Pass/Fail)

This course is intended for doctoral students. It provides background in the tasks of designing, executing, and reporting on a thesis research project. Topics include: defining a problem, conducting a literature search, selecting appropriate methodology, conducting research, selecting and making optimal use of the committee, the orals defence experience, and steering the thesis toward publication. The course involves lectures, discussions, and guest speakers. Participants are expected to present and discuss their proposals. The course meets every other week for two terms.
A. Hildyard and staff

3806 S Case Studies in Comparative Higher Education

This is a seminar course designed for students interested in the comparative study of higher education.
Staff

3807 S,H The University under Communism

This course explores facets of the role of the university within communist societies. It begins with a focus on the contradiction between the traditional idea of the university and the ideals of the communist society, then considers various perspectives on the role of intellectuals or the intelligentsia in social change. The main body of the course is concerned with the historical experience of the Soviet Union and the People's Republic of China, as they sought to create a communist society

yet retain the university as an integral part of their knowledge system.
Staff

3810 F,S,H International Academic Relations

This course begins with the literature of international relations to set the context for an examination of higher education's role and responsibilities in an international arena. It then looks at the critical challenges to accepted views of knowledge in the university that have arisen from social theorists such as Habermas, from feminist scholarship, and from non-Western scholarship. Topics for exploration and research include the following: academic freedom in a global context; the role of universities and colleges in international development; relations between higher education institutions and international organizations; scholar/student exchanges; and human rights and higher education.
Staff

3820 F,S,H Special Topics in Higher Education: Doctoral Level

Description as for 1820F,S,H.
Staff

3852 F,S,H Individual Reading and Research in Higher Education: Doctoral Level

Description as for 1852F,S,H.

A number of courses offered by other OISE departments are acceptable substitutes for the prerequisites of admission to programs in Higher Education or accepted as equivalent to Higher Education courses for credit. For information, consult the staff of the Higher Education Group.

HISTORY AND PHILOSOPHY OF EDUCATION

Clive M. Beck, Ph.D. (New England)
Professor, and Chairperson of the Department, cross-appointed to Adult Education; and Graduate Studies Academic Secretary, to whom inquiries for this department should be addressed
(ethics; values education; values in adulthood; religious education; social and political education; theory and practice of schooling)

Deanne Bogdan, Ph.D. (Toronto)
Associate Professor, cross-appointed to Curriculum
(philosophy of literature and literature education; literary theory; aesthetics and education; school text censorship; epistemology of literary response; feminist criticism; aesthetics and pedagogy)

Dwight R. Boyd, Ed.D. (Harvard)
Associate Professor
(moral education; ethical issues in education; philosophical issues related to gender in education; feminist philosophy)

Willard Brehaut, Ed.D. (Toronto)
Professor Emeritus, cross-appointed from the Higher Education Group

John A. Eisenberg, A.M. (Pennsylvania)
Professor, cross-appointed to Curriculum
(philosophy of history and social science; social studies education; creativity in education; values education; the philosophy of law and legal education)

Malcolm A. Levin, Ed.D. (Harvard)
Associate Professor, and Assistant Director (Academic), OISE, cross-appointed to Curriculum
(alternative schools; the culture of the school; parents and teachers; progressive education; anarchism and education; critical pedagogy)

David Levine, Ph.D. (Cambridge)
Professor
(social modernization and economic change; historical-demographic and social-structural analysis of school-related populations; history of education)

Dieter Misgeld, Dr.Phil. (Heidelberg)
Professor, cross-appointed to Sociology in Education, and cross-appointed to the Department of Philosophy, University of Toronto
("Continental European" philosophy and education; democracy and education; human rights and education; contemporary social theory)

E. Christopher Olsen, Ph.D. (London)
Associate Professor, cross-appointed to the McLuhan Program in Culture and Technology, University of Toronto
(philosophical foundations of cognitive science; philosophy of mind; theory of knowledge; theory of human action; developmental epistemology and learning environments)

Ruth Roach Pierson, Ph.D. (Yale)
Professor, jointly appointed to Sociology in Education
(history of women and women's education; history of feminism and feminist historiography; history of educational policy)

Alison Prentice, Ph.D. (Toronto)
Professor, cross-appointed to the Higher Education Group
(history of Canadian schooling; nineteenth-century school system forma-

tion; women's history and education; history of the teaching profession)

Harold M. Troper, Ph.D. (Toronto)
Professor
(Canadian social history; immigration; education of ethnic and minority groups; American history; history of education)

Ian Winchester, D.Phil. (Oxford)
Professor, cross-appointed from the Higher Education Group

PROGRAMS

This department offers programs leading to the M.Ed. and Ed.D. degrees with specialization in History and/or Philosophy of Education for educational practitioners, and programs leading to the M.A. and Ph.D. degrees for research-oriented scholars (who may or may not be practitioners) who wish to apply their discipline to the study of education. All degree programs require a thesis except the M.Ed. program, which requires a major research project/paper. Both the Ed.D. and Ph.D. programs have residence requirements. The M.Ed. and M.A. programs may be pursued on a full- or part-time basis.

General admission requirements for each program are outlined in the "General Requirements for Admission and Degrees" section of this Bulletin. M.A. and Ph.D. applicants to this department are normally expected to have a substantial undergraduate concentration in history and/or philosophy, but applicants with concentrations in related social sciences and humanities disciplines will also be considered for admission.

Students of this department may participate in several interdisciplinary programs and centres in which History and Philosophy faculty are involved. These include Women's Studies/Feminist Studies, Transformative Learning, and Comparative, International, and Development Education (see the appropriate Bulletin section for details on these programs/centres). Students enrolling in OISE's interdepartmental specialization (IDS) in Women's Studies/Feminist Studies may take courses across several OISE departments. They would formally enrol in both the IDS and the department. Students may also enrol in the University of Toronto's Collaborative Program in Women's Studies, which allows them to take courses across a number of University of Toronto departments. Prospective students must be admissible to both their OISE department and the Collaborative Program. They formally register through the Department of History and Philosophy of Education.

MASTER OF EDUCATION

The M.Ed. degree program in History and Philosophy of Education is pursued under Option II (eight half-courses plus a major research project/paper—see "General Requirements" section). Students in either History or Philosophy of Education will be expected to take at least four half-courses in the specialization. For students in History of Education, one of the courses must be 1460. Candidates who wish to specialize in both History and Philosophy normally do at least five courses within the department.

MASTER OF EDUCATION FOR SPECIAL PURPOSES

Many M.Ed. students in History and Philosophy of Education have a special interest (e.g., women's studies, social studies education, multicultural education) that may require them to take more courses than usual in other departments of OISE or the University of Toronto. Such students may, with permission, enrol in the M.Ed. for Special Purposes and thus be able to take as few as three half-courses in this department. For details of this program see the "General Requirements" section.

DOCTOR OF EDUCATION

The Ed.D. program requires one year (two consecutive academic terms) of full-time study and is designed for career educators who wish to engage in the in-depth study of a problem or topic related to their professional practice. Admission requirements are similar to those for the Ph.D. program with the additional requirement of professional experience in education. In view of the shorter residence requirement, applicants to this program are expected to have a more clearly defined thesis research problem/topic when they enter the program; a statement of the applicant's expected research focus must be submitted with the application. Applicants are also encouraged to submit a sample of their scholarly writing (e.g., research report, major essay, thesis). Moreover, an interview with faculty in the applicant's proposed area of specialization is normally required prior to the admission decision.

Qualified applicants with a master's degree in History and/or Philosophy of Education from this department may be admitted to an eight half-course program. Applicants with other specializations in their master's degree programs are required to do additional courses either as prerequisites to admission or as part of their program. Applicants without a master's thesis or equivalent must submit a Qualifying Research Paper, which must be approved by two faculty members prior to registration in the program.

The two required Ed.D. seminars (3490 and 3491) are designed to facilitate thesis research and writing. They are normally taken in two consecutive terms and preferably not before the student's thesis project is well defined. The two doctoral practica (3494 and 3495) are required for Ed.D. students unless permission is obtained from the faculty advisor to substitute other courses.

The remaining courses are selected by the student in consultation with the advisor and may be taken on a part-time basis before and following the year of residence. Students are encouraged, though not required, to do at least two elective half-courses before the resident year.

All Ed.D. students commencing their program after July 1, 1992, are required to take a comprehensive examination.

MASTER OF ARTS

Qualified applicants who hold a four-year bachelor's degree with a major in history or philosophy may be admitted to a (full-time or part-time) program consisting of six half-courses and a thesis. Normally, four of the six half-courses should be taken in the area of specialization in this department. Applicants with undergraduate majors in related social science and humanities disciplines are normally required to do some additional courses within this department. They are encouraged to submit with their application descriptions or outlines of courses that have substantial historical or philosophical content.

DOCTOR OF PHILOSOPHY

The Ph.D. program requires a minimum of two years of full-time resident study. Qualified applicants with an M.A. degree in History or Philosophy of Education or the equivalent (including a thesis or equivalent major research paper) may be admitted to a two-year program, which consists of six half-courses and a thesis. If the master's degree does not include a thesis (or equivalent), a Qualifying Research Paper must be submitted and be approved by two faculty members before registration in the program. Applicants who do not hold a master's degree with specialization in history or philosophy of education will be required to do additional courses to establish equivalency in their area of specialization. Those with a relevant master's degree but no previous graduate courses in history or philosophy of education are normally required to do ten half-courses.

Applicants who have graduate courses with substantial history or philosophy content related to education should submit with their application descriptions of these courses. Applicants who have not completed a master's degree in this department are also encouraged to submit with their application samples of their scholarly writing (e.g., master's thesis, major research paper, published article).

All applicants to the Ph.D. program are requested to submit a statement of their particular research interests within their area of specialization (history or philosophy of education) in as much detail as possible so that an appropriate faculty advisor can be designated. Each student's program is determined in consultation with the faculty advisor within the general guidelines noted in the "General Requirements" section.

All Ph.D. students are required to take a comprehensive examination.

CORE COURSE REQUIREMENTS

For History students, course 1419 is required in the M.A., Ed.D., and Ph.D. programs unless it (or an equivalent) has been taken previously.

For Philosophy students, course 1440 is required in the M.A., Ed.D., and Ph.D. programs unless it (or the equivalent) has been taken previously. Course 1471 is required for any Ph.D. student who has previously taken 1440 or has been exempted from it.

PROGRAM/RESEARCH FOCUSES

To guide students in selecting courses and thesis advisors, we offer the following thematic focuses within the two general areas of specialization in this department:

History of Women and the Family in Education

Courses—1418, 1421, 1422, 1426, 1428, 1429, 3414, 3418, 3421, 3423.

Human Rights, Politics, and Education

Courses—1418, 1420, 1428, 1429, 1433, 1434, 1435, 1442, 1444, 1449, 1480, 1490, 3418.

Immigration, Ethnicity, and Multiculturalism in Education

Courses—1421, 1424, 1428, 1429, 1442, 3414, 3428.

Literature, Music, the Arts, and Education

Courses—1436, 1442, 1459, 1462, 1484, 1485, 1487, 1488, 3417, 3436, 3447.

Morals/Values, Social Issues, and Education

Courses—1116, 1303, 1426, 1428, 1429, 1433, 1434, 1435, 1436, 1439, 1441, 1442, 1444, 1447, 1449, 1451, 1485, 1489, 1490, 3421, 3441, 3443.

The Origins of Modern Schooling

Courses—1400, 1401, 1403, 1405, 1420, 1435, 1456, 3414.

Religion, Worldviews, Metaphysics, and Education

Courses—1418, 1424, 1432, 1480, 1481, 1482, 1486, 1489, 3418, 3437, 3446.

Note: M.R.E. students seeking full transfer of credits (four) to the M.Ed. in History and Philosophy must take either 1480, 1481, or 1486.

Theories of Knowledge, Cognitive Science, Technology, and Learning

Courses—1234, 1431, 1432, 1434, 1437, 1447, 1450, 1459, 3446.

Theory and Practice of Schooling

Courses—1303, 1400, 1401, 1403, 1405, 1407, 1408, 1435, 1446, 1456, 1460, 1470, 1471.

COURSES

A course is identified with this department when the first two digits in the course number are 14 or 34. It should be noted that in this department the initial digit (1 or 3) does not necessarily indicate course level; most courses may be taken by both master's and doctoral students. Courses in this department are normally open to students in other departments as well.

Although the following courses are listed in the Bulletin, not all are offered in any given year. Please check the OISE schedules of course offerings for Summer and Regular Sessions. These will be available at a later date from the Office of Graduate Studies or the department.

1400 F,S,H The Origins of Modern Schooling I: Problems in Education Before the Industrial Revolution

This course presents an overview of education and schooling before the massive intervention of the modern state. It is concerned with those forms of educational communication that formed the background for contemporary educational systems.

D. Levine

1401 F,S,H The Origins of Modern Schooling II: Problems in 19th and 20th Century Educational History, Focus on Canada and the U.S.A.

Drawing chiefly on North American literature, this course explores the origins of state educational systems in the context of traditional patterns of socialization and formal schooling, and changing social, political, and economic conditions and ideologies.

H. M. Troper

1402 F,S,H History of Modern European Education

Studies in the social and political history of European education since the eighteenth century. Education in modern Europe has frequently deviated from the Enlightenment values of tolerance, cosmopolitanism, and rationality. The history of anti-Semitism in Germany 1871–1945 provides a case in point.

R. R. Pierson

1403 F,S,H History of Education in Canada

A survey course whose central theme is "Canadian answers to perennial questions in education." Included among these questions are the following: Why educate? Who should be educated? Who should teach? What should be taught? By what methods? Who pays the piper? Who calls the tune? How can success in teaching and learning be evaluated? Each of these questions will be dealt with in historical perspective in relation to the following regions of Canada: Atlantic region, Quebec, Ontario, Western region. Additional topics to be considered will be: (1) Canadian educational historiography; (2) Canadian education and its critics: an analysis of the ongoing criticism of

Canadian education (in historical perspective).
W. Brehaut

1405 F,S,H History of Education and Society: Selected Topics

This course is primarily designed for those with little or no background in historical research. It examines a variety of ways in which historical scholarship is relevant to the study of education and contemporary society. Students will be introduced to the interpretive questions of evaluation, representation, and understanding.
D. Levine and H. M. Troper

1407 F,S,H Mass Education in English History

The primary focus of this course will be the transition from an agrarian society to an urban, industrial one. Substantial attention will be devoted to the recurrent attempts of educational promoters to discipline the masses to the rhythms of an industrial society. The stratified, explicitly unequal system of educational rewards and the recent attempts to replace it will also occupy a critical position.
D. Levine

1408 F,S,H Elite Education in English History

The upper classes in Britain developed an educational system that served to create a homogeneous ruling elite having many characteristics of a caste. The schools, universities, and recreational facilities that engendered the social and educational segregation of the classes and the masses will be the focus of this course. The period of study will proceed from the sixteenth up to the twentieth century, when attempts have been made to "democratize" elite institutions.
D. Levine

1418 F,S,H The Role of Education in Theories of Women's Emancipation: I

The feminist traditions in Western society, although often interrupted and silenced, stretch far back into the past. This course is devoted to reclaiming a part of that heritage, in particular the tradition of feminist concern with the relation of women to education. We will examine some of the major feminist theoretical writings from the fifteenth century to the end of the nineteenth century.
R. R. Pierson (not offered in 1994/95)

1419 F,S,H Research Seminar in the History of Education

Discussions of issues in historiography. Compulsory for M.A., Ed.D., and Ph.D. students in History of Education developing a thesis topic.
D. Levine

1420 F,S,H European Popular Culture and the Social History of Education: I

This course is concerned with the interaction between literacy and popular mentalities in the period before the creation of school systems. Its particular interest is with those individuals for whom we have detailed information and whose lives provide a distant mirror reflecting other realities. For many of them, living at the interstices of literacy and orality, the social function of education was central to their lives.
D. Levine

1421 F,S,H The History of Women and Education

An investigation of the social, political, economic, and ideological trends affecting the education of women in Europe and North America in the nineteenth and twentieth centuries.
D. Levine and R. R. Pierson

1422 F,S,H Education and Family Life in the Modern World: I

The history of the family as it relates to child-rearing and education in Great Britain, France, the United States, and Canada.
D. Levine

1424 F,S,H Religion, Ideology, and Social Movements in the History of North American Education

A historical overview of the process of change as influenced by social service organizations or movements inside and outside the formal school structures of the community. Among the issues discussed in the seminar are institutional structure and ideology, the nature of reform, volunteerism, and related political culture.
H. M. Troper (not offered in 1994/95)

1425 F,S,H Working-Class History and Its Relation to the Schools

A review of the history of working people, with special emphasis on selected educational issues such as compulsory schooling and vocational education.
D. Levine

1426 F,S,H The History of Women and Education in Canada

An investigation of the history of women in Canada, stressing the political, economic, and social developments that formed the background to changing patterns in women's education and women's role in education.
R. R. Pierson

1428 F,S,H Immigration and the History of Canadian Education

A historical examination of immigration and immigration policy in shaping the social, economic, and political life of Canada with special reference to education. This course will explore such areas as the historically different agendas of immigrants and policy-makers, the shifts from migrant to immigrant, and the racial and organizational priorities of educators in meeting the needs of immigrants.
H. M. Troper

1429 F,S,H Ethnicity and the History of Canadian Education

A historical exploration of ethnicity as a factor influencing Canadian civic culture, changing public policy, and shaping the contours of ethnic community life. Special attention will be paid to the historical development of ethnicity in Canada, the internal life of several communities, and the challenge ethnicity represented to keepers of the Canadian gate and educators in particular.
H. M. Troper

1431 H Theory of Knowledge in Educational Inquiry and Cognitive Science

This advanced research seminar is offered alternate weeks over a full year to allow for in-depth development of research papers on epistemological issues relating to education. Areas may include: Piaget's genetic epistemology and his theory of concept formation and objectivity; philosophical foundations of cognitive science; knowledge representation in humans and in computers, and how this pertains to the educational use of computers.
Prerequisite: Background in philosophy or psychology, plus permission of the instructor.
E. C. Olsen

1432 F,S,H Knowledge, Mind, and Human Beings

This course is designed primarily for those without extensive background in philosophy. It will consider selected topics of particular concern to educators from the areas of philosophy of mind and epistemology. Various theories of mind such as dualism, behaviorism, and materialism will be considered in relation to such concepts as education, indoctrination, teaching, learning, conditioning, knowledge, and understanding. The underlying concern will be to develop a conceptual account of a person as an educable being.
E. C. Olsen

1433 F,S,H Freedom and Authority in Education

This course focuses on the tension between freedom and authority as it af-

fects both education and society at large. Traditional and contemporary philosophical theories of freedom and authority provide a context for examining the competing claims of libertarians (or progressivists) and authoritarians in education. This course does not presuppose extensive background in philosophy.
E. C. Olsen (not offered in 1994/95)

1434 F,S,H Human Rights, Politics, and Education

An introduction to human rights theory and practice with reference to major political, social, and educational issues in our times. The connections between human rights, democratic development, and education will be considered in an international context.
D. Misgeld

1435 F,S,H Democracy and Education

The course will consider major views of society and politics that have the development of democracy as their theme. The relation between projects of educational reform and democratic development will be examined.
D. Misgeld (not offered in 1994/95)

1436 F,S,H Modernity and Postmodernity in Social Thought and Education

Recent debates in the field of education, such as critical pedagogy and postmodern education, will be discussed. The debate between advocates of postmodernism and modernism will be reviewed in its educational, cultural, social, and political dimensions.
D. Misgeld

1437 F,S,H Philosophical Aspects of the Development of Language and Thought

This is an interdisciplinary course that examines the philosophical underpinnings of competing theories about language learning, concept formation, and the relation between thinking and language. There will be discussion of how each theory would guide educational practice during a child's early years. Major protagonists to be considered will include Piaget, Vygotsky, Chomsky, and contemporary authors in cognitive science.
Prerequisite: Some background in philosophy, psychology, or linguistics.
E. C. Olsen

1439 F,S,H Gender, Ethics, and Education: Philosophical Issues

This course will examine philosophical issues pertaining to the interrelationships of gender, ethical frameworks, and educational theory. Focus will be on recent feminist analyses of gender as a social construction, insights into how this construction is manifested and maintained, and critiques of and alternatives to mainstream ethical theory. How educational theory, on matters such as ideals, aims, curriculum content, and the teacher's role, would need to change in order to accommodate these perspectives will provide the context for the critical explorations.
D. R. Boyd

1440 F,S,H An Introduction to Philosophy of Education

This course is an overview of the field of philosophy of education, focusing on the question "What are the nature and aims of education?" This question will be addressed from the perspective of a variety of philosophers and schools of thought, selected to represent the field in its diversity and in its recurring and unifying themes. Texts to be read will be drawn from Plato, Locke, Rousseau, Dewey, Russell, and Whitehead, as well as some of the traditions of Marxism/neo-Marxism and analytic philosophy.
Staff

1441 F,S,H Philosophical Dimensions of Moral Education

This course considers theoretical issues in moral education within the context of an examination of selected contemporary approaches. The role of the teacher in moral education is empha-

sized and examined in light of interpretations within different approaches and as shaped by theoretical conceptions of the moral realm and views of the objectivity of value judgment. Issues such as relativism, the role of affect and commitment, the nature of moral development, indoctrination, and the teacher as moral agent are also explored in the context of the latter theoretical problems.
D. R. Boyd

1442 F,S,H Moral Dimensions of Educating within Commitments to Diversity

This course will focus on moral problems that arise when educators take seriously commitments to respect diversity. Such problems will be explored in the context of curriculum choices, teachers' integrity, cultural conflicts, race relations, and power differentials. Attention will be directed to underlying philosophical issues such as conceptions of the moral realm, moral certainty, the meaning and justification of valuing diversity, and indoctrination.
D. R. Boyd

1444 F,S,H Human Rights and Education in an International Context

How can education contribute to respect for human rights? Human rights violations occur around the world on an alarming scale, and there is need to search for an adequate response. The way in which education in various forms can contribute to finding it will be examined. Reference will be made to proposals coming from various parts of the world. This course has no prerequisites and is open to students not specializing in Philosophy of Education. There will be sufficient emphasis on formal education for this course to be of considerable interest to teachers.
D. Misgeld

1446 F,S,H The Teacher as Philosopher

This course starts from the assumption that teachers are already philosophers —i.e., their practice is informed by systems of beliefs and assumptions. Each student will have the opportunity to develop an initial articulation of his/her views on education in a personal interview with the instructor at the beginning of the term. These interviews will then be shared and will focus course readings, lectures, and requirements. The aim will be to examine the different ways in which philosophical assumptions form the foundation for educational beliefs. Topics addressed will include value, epistemological, political, and praxis questions within beliefs about educational aims, content, and teaching methods.
D. R. Boyd

1447 F,S,H Technology in Education: Philosophical Issues

This course will address the philosophical problems arising from the use of modern technology and its implications for theories of education and educational practices. The primary focus of the course will be on the nature of the relationship between humans, society, and technology. Among the issues that may be considered are: the nature and validity of technological determinism as a model of explanation of personal and social change; technological causation; the conceptual distinctions (if any) between humans and machines; the social, political, metaphysical, ethical, and epistemological commitments involved in the introduction and use of technology in education; the distinctions between human understanding and artificial intelligence; problems arising from the use of computers in education; and related philosophical issues in education. The selection of topics will depend on the interests and backgrounds of the members of the seminar.
J. A. Eisenberg

1448 F,S,H European Popular Culture and the Social History of Education: II

This course picks up themes developed in 1420 and carries them through the period of school systems. Its particular interest is to relate the development of the education system to other systems of social regulation in the modern world.
D. Levine

1449 F,S,H The Theory of Law and the Teaching of Law in the Schools

An examination of the fundamental philosophical principles underlying law and their application to the study of law in the schools. The topics to be dealt with will include: the nature and justification of law; morality and law; the concept of justice; crime and punishment; law and social change; rational procedures in law; theories of legal education and proposed materials; legal problems confronting teachers; and curricula for courses in law.
J. A. Eisenberg (not offered in 1994/95)

1450 F,S,H Philosophy of Science and Science Education

A discussion of the development and growth of scientific concepts based on actual controversies in science, designed for science teachers interested in exploring alternative science curricula.
I. Winchester

1451 F,S,H Theories of History and Social Inquiry in Education

A consideration of some of the major contemporary theories of history and social inquiry and their relevance for education today. The topics to be treated in the seminar include the nature of historical inquiry; theories of explanation and discovery in history and the social sciences; the use of narrative in history and education; modes of reasoning in history; the relevance of history today; the application of the theories and models studied to the teaching of history and the social sciences; and related topics to be selected by members of the seminar.
J. A. Eisenberg

1452 F,S,H Individual Reading and Research in the History of Education: Master's Level

Specialized study, involving regular preparation of papers and tutorials under the direction of a staff member, focusing on specialized topics of interest to individual students and faculty members that are not provided for in seminar courses. Practical field experience may be included as part of the course. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.

1453 F,S,H Individual Reading and Research in the Philosophy of Education: Master's Level

Description as for 1452F,S,H.

1456 F,S,H Alternative Schools

An introduction to the philosophy and recent history of tax-supported public alternative schools. The current problems and future prospects of alternative schools will be discussed in light of selected readings, films, and visits to local alternative schools.
M. A. Levin

1459 F,S,H Creativity and Education

The theoretical frameworks of school programs for gifted students will be studied and related to more general theories of creativity. This will involve considering a variety of theories of creativity and giftedness of philosophers, psychologists, scientists, artists, writers, musicians, and educators to determine what creativity is, how it can be supported and encouraged, and what the implications for education are. In addition to examining theories, the class will study creative works, observe classroom activities in gifted education, and examine various programs for the gifted. In effect, both theoretical and practical aspects of creativity in education

will be dealt with and special focus will be placed on areas of student interest.
J. A. Eisenberg

1460 F,S,H History and Educational Research

A seminar course required of all M.Ed. students in History of Education, normally taken at or near the end of each student's program. The course will both explore selected topics in educational history with special reference to historical research methods in use in the history of education and assist students in undertaking their major research paper.
Staff

1461 F,S,H Special Topics in History and Philosophy of Education

A course that will examine in depth a topic of particular relevance not already covered in the regular course offerings in the department. The topics will be announced each spring in the Regular Session and Summer Session schedules.
Staff

1462 F,S,H Women, Literature, and Education

This course focuses on several ways in which literature relates to women and education. Issues such as redefinition of the literary canon, treatment of gender in literary history, and the feminist critique of the Romantic poetics will be considered. As well, the course emphasizes feminist concerns pertaining to literary interpretation and pedagogy: male/female authorial voice, literary critical double standard, and social effects of fictional role models. It also examines connections between educational goals and the question of feminine aesthetic values and a feminist literary consciousness.
D. Bogdan (not offered in 1994/95)

1470 F,S,H Theory and Practice of Schooling

This course is designed for those interested in where schooling should be going today and what form life in classrooms and schools should take. No background in philosophy of education is required. The everyday problems facing teachers will be considered, with special attention to the concerns of elementary schooling.
C. M. Beck

1471 F,S,H Critical Issues in Education: Philosophical Perspectives

This course examines philosophical dimensions of contemporary critical issues in educational practice. Issues selected vary each time (examples are destreaming initiatives, court cases about teaching religion in schools, governance and control, and the development of the "common curriculum"), and an effort is made to have as guest speakers practitioners from the field who are actively dealing with the issue. The aim is to integrate our understanding of these issues as they are being played out in practice and uncover and analyse some of the underlying philosophical questions.
D. R. Boyd

1480 F,S,H Religious Pluralism and Education

An examination of major concepts and issues in religion and religious education today, from a "multi-faith" and pluralistic perspective. The course will explore the nature and significance of religion as a phenomenon of human life; its place in the schools, both public and private, of a pluralistic society; and approaches to religious education.
C. M. Beck

1481 F,S,H Worldview Education

This course examines the role of worldviews in promoting human well-being and how such perspectives are modified over time, both in society and in individual lives. Consideration is given to historical and contemporary answers to some of the "large questions

of life" such as the nature of reality, origins, destiny, death, suffering, meaning in life, community, and ecology. An integral aspect of the course is an exploration of the role of education, both formal and informal, in the development of life perspectives.
C. M. Beck

1482 F,S,H The Nature and Development of Religious Knowledge in Education

An examination of the similarities and differences between religious concepts, beliefs, and knowledge and other types of concepts, beliefs, and knowledge (e.g., empirical, historical, scientific knowledge) from a developmental perspective as derived from the work of Piaget, Fowler, etc. A central issue for the course is the question whether religious education is appropriate within formal education in a pluralistic society and, if so, what is the nature of the knowledge that can properly be the subject of a religious education program.
E. C. Olsen

1484 F,S,H Philosophy of Literature and Literature Education

An examination of the philosophical underpinnings of reader-response theory, broadly defined. Topics address the epistemology of literary response and its moral/aesthetic/ideological implications and include the relationship of structuralism, poststructuralism, and feminist literary theory to the classroom treatment of literary reading.
D. Bogdan

1485 F,S,H Literature and Values in Education

An examination of the complex relationship between literature and values, including the ethical dimension throughout literary criticism and a philosophical analysis of the educational value of literature. Topics include the justification for and censorship of literature, and a critique of Frye's concept of the educated imagination and its implications for the serious study of values.
D. Bogdan

1486 F,S,H Religious Education Within a Tradition

This course is offered within a framework of religious pluralism. However, it focuses on the theory and practice of educating and "nurturing" students within their *own* religious tradition. Authors studied will include Thomas Groome, Maria Harris, John Hull, and John Westerhoff.
C. M. Beck

1487 F,S,H Critical Discourses of Musical Experience and Education

This course inquires into ways of speaking about the educational value of musical experience as both a private act and a social and cultural phenomenon. Assuming no special musical expertise of its participants, it focuses on the musical reception of "classical" music of Western culture from the perspective of the informed listener/audience as educator. In so doing, it seeks to forge a critical discourse for exploring a number of interlocking questions that embrace the ontological, psychological, ethical, social, and political dimensions of musical experience.
D. Bogdan

1488 F,S,H Feminist Theory, Musical Experience, and Music Education

This course addresses several topics in the application of feminist theory to the fields of musicology, musical reception, and music education.
D. Bogdan

1489 F,S,H Way of Life Education

This course is concerned with how to develop a "way of life" as distinct from a value system or worldview. The components of a way of life are discussed, and related to specific life areas such as friendship, family, work, leisure, and community. Students may write a theoretical paper or develop a curriculum

unit for "way of life education" at the school or adult level.
C. M. Beck

1490 F,S,H Social and Political Education

This course is concerned with the role of education in improving social and political arrangements at communal, national, and global levels. Substantive social and political issues will be discussed, together with questions about curriculum development and educational methodology in various subject areas (e.g., social studies, language arts, history, literature).
C. M. Beck

3414 F,S,H The History of the Teaching Profession

This course explores the history of teaching as an occupation. Drawing on recent Australian, British, and American studies, as well as on the Canadian literature, it examines the following topics: the changing composition of teaching forces; teachers' work and status in the schools; professionalization; the organization of teachers' associations and unions; class, ethnicity, race, and gender in teaching.
A. Prentice (not offered in 1994/95)

3417 F,S,H Research Seminar in Feminist Criticism, Aesthetics, and Pedagogy

This course provides a forum for students with some background in feminism, literature, the arts, literary theory, feminist/critical pedagogy, creativity, and/or aesthetics, who wish to pursue a research topic in depth. Course content and evaluation will be divided between seminar readings and reports of student research. Students should have in mind a relevant topic when they register. Limited enrolment. Prerequisite: 1462F,S,H or permission of instructor.
D. Bogdan

3418 F,S,H The Role of Education in Theories of Women's Emancipation: II

This course is designed as a follow-up to 1418F,S,H. It is intended for students who wish to pursue at an advanced level the study of feminist educational theory. Through study and class discussion of major feminist texts, the course will carry the examination of feminist critiques of educational systems and curricula into the twentieth century and the contemporary women's movement.
R. R. Pierson (not offered in 1994/95)

3421 F,S,H The History of Women and Higher Education

This course explores the growing historical literature on women and institutions of advanced education. Topics include: the nineteenth-century academy and women's college movement; women and public secondary schooling; the admission of women to universities; women's experience of higher education in the twentieth century.
A. Prentice

3423 F,S,H Education and Family Life in the Modern World: II

This course is designed as a follow-up to 1422F,S,H. It is intended for students who are interested in pursuing the historical study of education and family life. This course is not a survey; rather, its primary concern will be a detailed examination of the major works in family history. Classroom discussions will be focused upon the major historiographical and methodological implications of monographic texts, each of which will be considered at length. Prerequisite: 1422F,S,H or permission of instructor.
D. Levine

3428 F,S,H Minority Concerns and Education in Canadian History: Selected Topics

A research-oriented seminar on the historical tensions and concerns of immi-

grant and ethnic groups and their importance to the development of education in Canada.
Prerequisite: 1428F,S,H, 1429F,S,H, or permission of instructor.
H. M. Troper

3436 F,S,H Aesthetics and Education

This course will examine education as an aesthetic experience; education for appreciation of art; art as education.
D. Bogdan and I. Winchester

3437 F,S,H Research Seminar in Religious Education

Advanced seminar based on issues raised in 1480F,S,H but dealing with a selection of these in depth. Topics are selected on the basis of the research interests of students and instructor.
Prerequisite: Permission of instructor.
C. M. Beck

3441 F,H Research Seminar in Moral Education: Part I

3443 S,H Research Seminar in Moral Education: Part II

Advanced seminars based on topics covered by 1441F,S,H but dealing with a selection of these in more depth. Topics are selected on the basis of the research interests of students and instructor.
Prerequisite: Permission of instructor.
D. R. Boyd

3446 F,S,H Metaphysics and Human Traditions in Education

A problem course taught tutorially in which a philosophical approach will be taken to education and contemporary issues affecting it. Mathematical, philosophical, logical, artistic, historical, scientific, moral, political, economic, religious, and educational traditions will be considered. Students will be encouraged to do original research in areas of their own special interest.
I. Winchester

3447 F,S,H Critical Theory as a Theory of Modernity and Education: I

An advanced course in the critical theory of society, with particular emphasis on the thought of the Frankfurt school, especially J. Habermas's work. The central issue will be the relation between Habermas's critical theory, as the theory of modernity, and various critiques of this position, including postmodernist ones. The significance of critical theory for educational thought will also be considered.
Prerequisite: Relevant background corresponding to content of course 1436 F,S,H or permission of instructor.
D. Misgeld (not offered in 1994/95)

3452 F,S,H Individual Reading and Research in the History of Education: Doctoral Level

Description as for 1452F,S,H.

3453 F,S,H Individual Reading and Research in the Philosophy of Education: Doctoral Level

Description as for 1453F,S,H.

3461 F,S,H Special Topics in History and Philosophy of Education

A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Regular Session and Summer Session schedules.
Staff

3490 F Ed.D. Seminar in the History and Philosophy of Education: I

Research seminar for Ed.D. candidates involving consideration of the problems of historical and philosophical studies in a critical context. The seminar will include presentation and criticism of students' thesis/project proposals and progress reports.
Staff

3491 S Ed.D. Seminar in the History and Philosophy of Education: II

See description for course 3490F.
Staff

3494 F,S,H Doctoral Practicum in the History and Philosophy of Education: I

Special field-oriented experience for doctoral candidates relating to their particular areas of scholarly interest. The student's activities will be planned in consultation with faculty and will involve seminars or tutorials as well as practical implementation in field situations. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.
Staff

3495 F,S,H Doctoral Practicum in the History and Philosophy of Education: II

See description for course 3494F,S,H.
Staff

The following courses are accepted for credit in the Department of History and Philosophy of Education. For descriptions, see the relevant departments.

Adult Education
1116F,S,H Learning Values in Adulthood (C. M. Beck)

Applied Psychology
1234F,S,H Foundations of Cognitive Science (E. C. Olsen and D. R. Olson)

Curriculum
1303F,S,H Values and Schooling (C. M. Beck)

Higher Education
1801F The History of Higher Education in Canada: An Overview (W. Brehaut and staff)
1822F The Idea of the University and the College (I. Winchester)

Sociology in Education
1970F Sociological Theory in Education (D. Misgeld)

SOCIOLOGY IN EDUCATION

Margrit Eichler, Ph.D. (Duke)
Professor, and Chairperson of the Department, cross-appointed to the Department of Sociology, University of Toronto
(feminist theory and methodology; family policy; new reproductive technologies; non-sexist comprehensive approach to social inequality; eco-feminism)

Graduate Studies Academic Secretary, to whom program inquiries for this department should be directed:
C. Paul Olson, M.A. (Princeton)
Associate Professor
(social psychology; socialization; symbolic interactionism; quantitative and qualitative methods; political sociology; theory; bilingual education; computer implementation; comparative education)

Coordinator of Ed.D. program, to whom inquiries should be directed:
Edward B. Harvey, Ph.D. (Princeton)
Professor, cross-appointed to the Department of Sociology and the Centre for Industrial Relations, University of Toronto
(studies of educational systems and the labor market; applied social research and policy analysis; employment equity)

Sandra Acker, Ph.D. (Chicago)
Professor
(gender and education; work, cultures, and careers of teachers and academics; feminism and educational policy and practice; sociology of education; higher education)

Kari Dehli, Ph.D. (Toronto)
Assistant Professor
(feminist studies in sociology and education; educational policy and state formation; feminist politics; power, language, and subjectivity)

George J. S. Dei, Ph.D. (Toronto)
Assistant Professor
(anti-racist education; international development; political ecology; race and ethnic studies; ethnography)

Michael Fullan, Ph.D. (Toronto)
Professor, cross-appointed from the Faculty of Education, University of Toronto; Dean, Faculty of Education, University of Toronto
(planned educational change; theories, methodologies, dilemmas of intervention in the educational change process)

James L. Heap, Ph.D. (British Columbia)
Professor, cross-appointed to the Department of Sociology, University of Toronto
(social organization of literacy activities; sociality and cognition; classroom discourse; ethnomethodology; qualitative methodology)

Monica Heller, Ph.D. (California at Berkeley)
Associate Professor, cross-appointed from the Centre for Franco-Ontarian Studies
(Franco-Ontarian studies; ethnography of communication; sociology of language; bi/multi-lingualism and bi/multiculturalism)

David W. Livingstone, Ph.D. (Johns Hopkins)
Professor
(comparative political economy and education; ideologies and class consciousness; alternative social and educational futures)

Dieter Misgeld, Dr.Phil. (Heidelberg)
Professor, cross-appointed from History and Philosophy of Education

Roxana Ng, Ph.D. (Toronto)
Associate Professor
(race and gender relations; anti-sexist/racist education; community–state relations; sociology of health and illness)

Ruth Roach Pierson, Ph.D. (Yale)
Professor, jointly appointed to History and Philosophy of Education

Ronald Silvers, Ph.D. (Princeton)
Professor
(postmodern thought; cultural studies in art and media; phenomenology and hermeneutics in the human sciences and education)

Dorothy E. Smith, Ph.D. (California at Berkeley)
Professor, cross-appointed to the Department of Sociology, University of Toronto
(feminist studies in sociology; the social organization of knowledge; Marxist sociology)

W. Gordon West, Ph.D. (Northwestern)
Associate Professor, cross-appointed to the Centre of Criminology, University of Toronto
(critical ethnography in education and criminology; comparative adolescence and masculinity; delinquency, juvenile justice, and comparative criminological theory; revolutionary movements, ideology, and education in Latin America)

CROSS-APPOINTED FROM THE OFFICE OF FIELD SERVICES AND RESEARCH:

George E. Burns, Ed.D. (Toronto)
Associate Professor, OISE Midnorthern/Northeastern Centre
(policy research; phenomenology of educational change; organization–community relations and development; collaboration; education equity; child abuse prevention; bilingual education; Native education; school board trusteeship)

ASSOCIATED INSTRUCTOR:

Ronald D'Costa, Ph.D. (Louvain)
Professeur agrégé, Département de sociologie, Université d'Ottawa

PROGRAMS

This department offers programs leading to an M.Ed., M.A., Ed.D., or Ph.D. with specialization in Sociology in Education. All degree programs may be taken on a full-time basis, and full-time study is a requirement in Ed.D. and Ph.D. programs. However, M.Ed. and M.A. studies may be pursued on a part-time basis.

In the Department of Sociology in Education the M.Ed. degree may be pursued under either Option II (eight half-courses and a research paper) or Option III (six half-courses and a thesis). Admission to Option III is based on a four-year undergraduate degree in sociology or equivalent. (See the "General Requirements for Admission and Degrees" section of this Bulletin.) Applicants to Option II should consult departmental regulations for this program. Applicants who prefer Option III should so indicate on their application for admission and discuss this choice with their faculty advisor as soon as possible after admission.

Le Département de sociologie de l'éducation offre un programme de cours à distance menant au diplôme de M.Ed., et dont la langue d'enseignement est le français. Les étudiants de Toronto peuvent suivre ces cours avec la permission du professeur. Vous trouverez ci-dessous la description en français des cours qui font partie de ce programme. Pour de plus amples renseignements, prière de consulter la rubrique «Études en français» (voir «Interdisciplinary Focuses in Graduate Studies»).

For the Ed.D. program, courses of study are arranged in consultation with their faculty advisor after admission.

Students in all programs should consult with their assigned advisor as soon as possible after admission. The development of an individual program is the responsibility of each student. The department offers to students a variety of means of assistance in the articulation and focusing of intellectual concerns. These include: coursework in sociology in education as listed on the following pages; student-designed independent study and research projects for course credit; a designated faculty advisor for each student; student participation in the planning and implementation of the program, with special attention to new thematic currents; and the utilization of related courses in other graduate departments of the University of Toronto as well as within OISE.

Ph.D. candidates are required to take a comprehensive examination at the end of their residence.

RESEARCH FOCUSES

Faculty and student research and interests offer differentiated approaches to sociology in education. The current composition of the department provides particular opportunities for students who may wish to focus their activities in the six areas listed below. It must be stressed that these areas are *flexible and interacting emphases.*

Focus on Policy and Practice in Education

Relevant courses: 1900, 1903, 1907, 1909, 1910, 1914, 1926, 1929, 1939, 1948, 1960, 1973, 3911, 3995. A variety of approaches concerned with the interface between policy, practice, and research (e.g., policy analysis, program evaluation, planned change, organizational and community development, implications for practitioners). Faculty include: Sandra Acker, George Burns, Kari Dehli, Margrit Eichler, Michael Fullan, Edward Harvey, James Heap, Roxana Ng, Paul Olson, and Dorothy Smith.

Focus on Political Economy of Education

Relevant courses: 1950 (the core course for this focus), 1903, 1904, 1928, 1941, 1948, 1953, 1979, 3935, 3940, 3953, 3995. Theory and methodology of historical materialism; the impact of social class, race, and gender on schooling, and schooling as a reproducer of class, race, and gender; the impact of economic development and underdevelopment on education; the state and education; social crisis and educational reform; labor markets, the labor process, and skills training; women's labor and economic development; historical and contemporary Canadian issues. Faculty include: Kari Dehli, George Dei, David Livingstone, Roxana Ng, Paul Olson, Dorothy Smith, Gordon West.

Focus on Education and the Social and Political Organization of Knowledge and Cognition

Relevant courses: 1928, 1932, 1939, 1987, 3927, 3928, 3933, 3934. Inquiry into the contemporary organization of knowing and knowledge from phenomenological, hermeneutical, Marxist, interpretive, postmodern, and ethnomethodological perspectives. Faculty include: James Heap, Dieter Misgeld, Roxana Ng, Ronald Silvers, Dorothy Smith, and Gordon West.

Focus on Feminist Studies and Gender Relations in Education

Relevant courses: 1972 (the core course for this focus), 1907, 1917, 1954, 1971, 1973, 1975, 1981, 1984, 3972, 3975, and 3984. Gender studies in the family, school, and workforce; feminist theory and epistemology; feminist practice; gender, class, race, and cultural reproduction; social history of women and women's education; feminism and feminist historiography. Note that other courses offered by feminist faculty, but not listed in this focus, may be taught from a feminist perspective. Faculty include: Sandra Acker, Kari Dehli, Margrit Eichler, Edward Harvey, Roxana Ng, Ruth Pierson, Dorothy Smith, and Gordon West.

Focus on Critical Pedagogy and Cultural Studies

Relevant courses: 1996 (the core course for this focus), 1903, 1909, 1929, 1942, 1953, 3903, 3911, 3995. The role of education in reproducing cultures, symbolic dominance, and social inequalities, and the potential of alternative teaching materials and strategies for overcoming oppressive conditions. Related courses are offered in the departments of Curriculum and History and Philosophy of Education. (See "Interdisciplinary Focuses" for a fuller description.) Faculty include: George Burns, Kari Dehli, George Dei, Monica Heller, David Livingstone, Roxana Ng, Paul Olson, and Gordon West.

Focus on Comparative, International, and Development Education

This focus is fully described in the Department of Adult Education section of the Bulletin. Relevant courses: 1139 (core course offered in Adult Education can be counted for Sociology in Education credit), 1920, 1941, 1948, 1979, 3930, 3935, 3940. Faculty include: George Dei, David Livingstone, Paul Olson, Gordon West, and Joseph Farrell (Adult Education).

GENERAL INFORMATION

New applicants should apply through the Office of Graduate Studies by January 15. If applicants wish to be considered for an OISE Graduate Assistantship, January 15 is the deadline for receipt of that application. This department welcomes applicants with diverse but relevant backgrounds that may or may not include professional preparation for education and professional experience. In the absence of previous concentration in the relevant disciplines, however, the applicant will be required to undertake additional study to establish undergraduate or graduate equivalence for admission.

From time to time the department offers existing courses off-campus. The purpose of this is to make some Institute courses available to people in localities far from Toronto during the first and second terms. The admission requirements for the M.Ed. degree are the same for the off-campus courses as for the regular campus program.

In addition to the general requirements for admissibility as outlined in the "General Requirements for Admission and Degrees" section, applicants are required to submit the following:
(a) a careful statement of their interests (beyond career plans), including a detailed reference to intellectual interests and concerns in the field of education and reasons for wanting to undertake a program in sociology in education;
(b) two letters of reference, both of which should be from university instructors;
(c) at least one sample of written work in the social sciences.

All incoming students without adequate preparation in sociology in education are strongly encouraged to take 1900 and a sociological theory course early in their program.

For information on the Ed.D. program in the Department of Sociology in Education, please contact Edward Harvey. The department strongly encourages prospective Ed.D. applicants to develop methodological and theoretical competence during their master's programs.

Information about off-campus and on-campus courses to be offered in the 1994 Summer Session and the 1994/95 Regular Session will be available from the Office of Graduate Studies on March 1.

COURSES

A course is identified as Sociology in Education when the first two digits in the course number are 19 or 39. A course numbered 39 generally assumes a background in sociology in education.

Courses listed in French are generally taught in distance mode. Please check with the instructor. See also "Études en français" in "Interdisciplinary Focuses."

1900 F Introduction to Sociology in Education

An examination of the possibilities, promises, and problems with which sociological perspectives can enliven and enrich the understanding of the educational process. This course provides an introduction to and integration of theoretical and practical aspects of sociology in education.
Staff, Regular Session (after hours) and Summer Session 1994

1900 F Introduction à la sociologie de l'éducation

Ce cours a pour but d'examiner les possibilités, les promesses et les problèmes avec lesquels les perspectives sociologiques peuvent animer et enrichir la compréhension du processus éducatif. Il fournit une introduction aux aspects théoriques et pratiques de la sociologie de l'éducation, et leur intégration.
Membre de la faculté à déterminer, session régulière

1901 F Basic Concepts in Sociology in Education

An introduction to basic, widely known concepts in sociology in education. Concepts covered will include many of the following: social order, social structure, status/role, culture, normative order, norms/rules, social action, social facts, sex/gender, race/racism, class, rationality, ideology, power, and authority.
J. Heap, Regular Session (after hours)

1903 F Sociology of Minority Groups, Multiculturalism, and Policy-Making in Education

This course critically assesses multicultural education in light of the development of race relations in Canadian society, and explores the movement toward formulations of anti-racist education.
R. Ng, Regular Session

1903 S L'éducation multilingue et multiculturelle : l'analyse sociologique

Ce cours est traité comme un séminaire : l'emphase est mise sur le développement des structures analytiques à l'intérieur desquelles on peut réexaminer la relation existant entre l'éducation et le pluralisme culturel de la société canadienne contemporaine. L'on accordera une attention particulière au concept de multiculturalisme et aux programmes de développement qui s'y rapportent, ainsi qu'aux questions relatives à l'institution des politiques. Parmi les sujets qui seront discutés, on

compte les suivants : l'éducation des groupes anglophone et francophone minoritaires, particulièrement en ce qui concerne la langue, les programmes scolaires et les enseignants.
M. Heller, session régulière (ne sera pas offert en 1994/95)

1904 F Social Stratification and School Systems

Study of the construction of class and gender systems of stratification in workplace, household, and community spheres, and the influence of such forms of stratification on educational processes, as well as the roles of schools and teachers in reproducing and changing these social forms. The extent of economic and educational opportunity and mobility in Canada and other industrial societies will be assessed.
D. W. Livingstone, Regular Session (offered in alternate years; not offered in 1994/95)

1904 S La stratification sociale et le système scolaire

Ce cours étudiera la construction des systèmes de stratification selon la classe sociale et le sexe dans les milieux de travail, au foyer et dans la communauté ; l'on traitera aussi de l'influence que de telles formes de stratification peuvent avoir sur les processus éducatifs, ainsi que sur le rôle de l'école et des enseignants en reproduisant et en changeant ces formes sociales. On évaluera l'étendue des possibilités économiques et éducatives de même que la mobilité tant au Canada que dans d'autres sociétés industrialisées.
D. W. Livingstone, session régulière

1907 F Changes in Families and Policy Consequences for Government and Education

An examination of recent and anticipated changes in Canadian families and the study of current government policies concerning families. An investigation of the present situation, government policy, and educational policy.
M. Eichler, Regular Session (not offered in 1994/95)

1908 F Society and Self in the Classroom

The course will draw upon the social psychological literature, particularly symbolic interactionism and phenomenology, to show how the understanding of the role of emergent self is critical to an understanding of classroom interaction. Empirical work will practically demonstrate how these theoretical positions when conjuncted with traditional and structural models produce a better understanding of classroom dynamics. The second half of the course will require empirical analysis by the student of a situation in an Ontario school with the aim of making concrete policy recommendations.
Staff, Regular Session (not offered in 1994/95)

1909 S Practical Problems in Educational Innovation

A sociological approach to the practical problems faced by different types of school personnel (administrators, teachers, students, parents) in planning, implementing, accepting, or rejecting school innovations. The course includes a detailed look at contemporary educational program changes such as curriculum guidelines, and an examination of strategies for planning and implementing educational change.
G. E. Burns, Regular Session (off-campus)

1910 S Sociology and the Working Teacher

This course will draw upon sociological perspectives and techniques to study the work situation of teachers. Teachers will be considered as individuals, in their classroom roles, as colleagues in workplace cultures, and as members of an occupation. These topics will be set in the context of the social role of

education and of contemporary social and educational issues and debates.
S. Acker, Regular Session

1914 S Policy Research and Educational Systems

The course will examine social and educational policy in Canada and the role that sociological research plays in its formulation and evaluation. The force driving policy change will be examined. Policy-oriented sociological research strategies will be evaluated in detail.
E. B. Harvey, Regular Session (after hours)

1917 S Education, Gender Relations, and Masculinity

This course deals with the historical construction and contemporary forms of regulating masculinity as the dominant, dominating feature of approved, privileged social identity within the centrally defining contexts of familial, educational, and occupational relations. The course format will be exploratory and workshop-oriented.
W. G. West, Regular Session (after hours)

1926 F Student Deviance, Resistance, and Educational Transformation

Theories of social deviance and a systematic examination of student deviance in relation to the school system, especially educational failure. Practical issues of typification, classroom order, streaming, and special education will be addressed.
Staff, Regular Session (not offered in 1994/95)

1928 F The Social Organization of Knowledge

This course is directed to a study of the procedures for, and accounts of, the way in which knowledge is organized in society. Its empirical focus is the objectified knowledge embodied in documentary form—news, data, records, etc.—through which we know the world at "second hand." The problematic is the relation between these objectified forms of knowledge and our direct experience. The intention is critical in explicating these as ideological processes integral to the power relations of contemporary society.
D. E. Smith, Regular Session (daytime)

1929 S The School and the Community

This course investigates changing relations within and between schools and communities (however defined). We will review sociological and historical studies of community and discuss the ways in which different notions of "community" have been employed by parents, teachers, administrators, and others in struggles over the form, content, and outcomes of schooling. Students are encouraged to draw on their own experiences as parents, teachers, students, and/or community activists.
K. Dehli, Regular Session (after hours; not offered in 1994/95), and G. E. Burns, Regular Session (off-campus)

1929 S L'école et la communauté

L'objectif de ce cours est d'explorer la problématique entre l'école et ce que son personnel considère comme «la communauté», en examinant les différentes influences (ex. structure familiale changeante, mouvement des femmes, immigration, standards sexuels et moraux changeants) qui affectent le système scolaire, et comment ces influences ont transformé la nature de l'école.
Membre de la faculté à déterminer (ne sera pas offert en 1994/95)

1932 F Ethnomethodology in Education

The history, theory, and methodology of varieties of ethnomethodology will be covered, with a focus on studies of practical reasoning and activity organization in educational settings.
J. L. Heap, Regular Session (not offered in 1994/95)

1937 F Sociology of Children's Culture

A study of the everyday activities of children, particularly within the school setting. The course focuses on the way children organize their activities and

understand the world. Attention will be directed to the social interpretations made by adults in their attempts to comprehend the actions of children and the way adults define children as a special group in society. The course will examine video and film recordings of children and of adult–child conversations, and will include the topic of children's art and play.
R. Silvers, Regular Session

1939 F Exploring Human Understanding and Education through Visual Media

This course brings together the theoretical question of how photographs acquire interpretive meaning and a practical concern with how photography may be used as a medium for research in the human sciences. Both theory and practice will focus on: the photographic essay as a form for composing and transmitting research knowledge; the relationship of researchers/photographers to the subjects they study and to the viewers of their photographic essays; and the viewers' opportunities for changes in cultural and self-knowledge. Basic knowledge of camera handling is a prerequisite for the course.
R. Silvers, Regular Session (after hours)

1941 S Comparative Education: Third World Educational Alternatives

In response to Western dominance in the Third World, alternative societal visions and educational concepts and practices have developed. On the basis of this pattern of response we can speak of a "Third World educational alternative" embedded in the thought and practice of Gandhi, Mao, Nyerere, Freire, and Cabral, spanning the Third World in Asia, Africa, and Latin America. This alternative stands in dialectical contrast to the Western model of education that has emerged as a part of the process of capitalist development.
Staff (not offered in 1994/95)

1942 F Langue, culture et éducation

Le lien entre l'usage linguistique, les rapports sociaux, la culture et l'éducation, à l'intérieur comme à l'extérieur des écoles, sera examiné selon l'approche anthropologique de l'ethnographie de la communication. La première partie du cours sera consacrée à l'étude des caractéristiques et des origines des différences culturelles dans la façon de s'exprimer à l'oral et à l'écrit, et de même que le comportement adopté dans l'interaction sociale. La deuxième partie sera consacrée à l'étude des conséquences de ces différences culturelles en ce qui a trait au rendement académique et au développement linguistique des élèves en situation multilingue/multiculturelle. Finalement, nous examinerons l'utilité de l'approche ethnographique comme méthodologie de recherche et comme outil ou méthode pédagogique. Le cadre théorique et méthodologique établi dans ce cours servira à l'examen des problèmes de l'éducation franco-ontarienne.
M. Heller, session régulière (ne sera pas offert en 1994/95)

1942 F Language, Culture, and Education

The anthropological perspective of the ethnography of communication will be adopted to study the relationship between language use, social relations, culture, and learning in and out of schools. The first section of the course will concern the nature and origin of cultural differences in language use patterns and social interactional styles. The second section will concern the consequences of those differences for school performance, and the usefulness of the ethnography of communication as both a research and a pedagogical tool in the development of curricula that account for such differences.
M. Heller, Regular Session (after hours)

1947 S The Principles of Anti-Racist Education

This seminar will critically examine the structures and practices within which learning, teaching, and administration take place in educational institutions. It begins with a theoretical analysis of anti-racist and anti-discrimination education: what are its confines/parameters within the school system, and what are the challenges for students, educators, and staff interested in the pursuit of anti-racist work? Among other issues considered are the strategies for pursuing anti-racist and anti-discrimination education in the schools, the implications for all members of the school community, and the conduct of anti-racist research for teachers, field researchers, and practitioners.

G. J. S. Dei, Regular Session (after hours)

1948 F Sociology of Race and Ethnic Relations

This seminar reviews selected sociological theories and perspectives on ethnic and race relations. The emphasis is on emerging debates and investigations on the interrelation of race, gender, and class in the construction of social and historical realities. It explores the implications of these advances for curriculum and pedagogical practices.

Prerequisite: 1903F, or permission of instructor.

G. J. S. Dei, Regular Session

1950 F Marxism and Education

The core course of the political economy of education focus, which introduces the range of perspectives, methods, and concepts in Marxist thought. Both the historical development of Marxism and diverse current applications will be illustrated. Topics will include: assessments of Marx's method of inquiry, dynamics of capitalist production, class relations and class consciousness, contemporary Marxist approaches to education, and current challenges to Marxism. Emphasis throughout will be on the applicability of Marxist modes of analysis to the study of educational theory and practice.

Staff (coordinated by D. W. Livingstone), Regular Session (after hours; offered in alternate years; not offered in 1994/95)

1952 F,S,H Individual Reading and Research in Sociology in Education: Master's Level

Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student that are not included in available courses. This study may take the form of a reading course combined with fieldwork in community groups and organizations, or independent study of any type. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

1953 F Ideology, Public Opinion, and Policy-Making in Education

The course begins with a general analysis of ideologies and their relations to social practice, and a concrete examination of ideologies and ideological domination in contemporary Canada. Research methods of understanding social concerns—including interview surveys and conscientization—are then assessed, followed by a critical comparative review of recent research on the social and educational concerns of Canadians and other peoples. Then major educational policy issues of common student interest will be studied collectively in terms of the relations between public sentiment and policy-makers' decisions.

D. W. Livingstone, Regular Session (offered in alternate years)

1954 S Eco-Sociology

This course aims to combine a feminist, ecological, and sociological perspective on selected global problems. It includes an examination of ecofeminist writings.

M. Eichler, Regular Session

1960 F Introductory Sociological Research Methods in Education

An introduction to basic research methods appropriate for teachers and other students of sociology in education. General consideration will be given to technical problems with emphasis on the underlying research process and its practical implications for schools.
Staff, Regular Session

1962 S Sociological Survey Research Methods in Education

A review of survey research techniques and design. Statistics and data analysis are covered. The course will emphasize analysis of quantitative data.
Staff, Regular Session (not offered in 1994/95)

1970 S Sociological Theory in Education

A review of sociological theory with particular reference to historical sociological theory and its implications for studies in the sociology of education.
D. Misgeld, Regular Session (after hours)

1971 F Reproductive Technologies and Education

This course will briefly explore the social history of biological/human reproduction and focus on the recent developments in the new reproductive technologies. Particular attention will be paid to the social aspects of the new technologies and arrangements (such as the commercialization and industrialization of human reproduction, and judicial interventions in pregnancies and deliveries) and to the consequences of these developments for education, women, men, children, and society at large.
M. Eichler, Regular Session

1972 F Education and the Sociology of Women and Gender Relations

The core course of the feminist focus introduces a range of thinking and methods in feminist thought relevant to sociology. It will focus on the development of feminist theory and practice that are central to feminism as it is taught in this department.
R. R. Pierson, Regular Session (after hours)

1972 S L'éducation et la sociologie de la femme et des rapports entre les sexes

Ce cours traite des rapports sociaux actuels entre les femmes et les hommes, au foyer, au travail et au sein des institutions éducationnelles, selon les thèmes suivants : la socialisation aux rôles déterminées par le sexe, les inégalités d'emploie, les études comparatives portant sur la socialisation de l'enfant et l'impact du féminisme sur la théorie et la pratique éducationnelles et sociologiques. Ces thèmes pourront toutefois varier selon le professeur. Ce cours peut servir de prérequis au 3972S.
Membre de la faculté à déterminer, session régulière

1973 F Women and the Educational System

This course examines the impact of the changing situation of women in society on educational processes and curriculum. Among topics covered are gender, biography, and educational experience; patterns of educational access and achievement; gender as an organizing principle in school and classroom practices and peer relations; teachers' careers; women's studies; feminist agendas and strategies for change.
S. Acker, Regular Session (after hours)

1975 S Gender and Historical Sociology

This course will introduce students to a variety of approaches to sociological historical investigation and to debates surrounding the impact of postmodern concepts, the shift from women's history to gender history, and the extent to which gender has or has not been studied as mutually constitutive of the categories of class, race, sex, and sexuality.
R. R. Pierson, Regular Session

1976 S Non-sexist Approaches to Stratification

This course starts with a critique of major theories of stratification in terms of their inability to adequately deal with women. Other problems are identified and examined as well. Older as well as the most recent feminist critiques of stratification theories are considered, and the proposed solutions are critically examined. Finally, the course will identify elements necessary for developing a non-sexist theory of stratification.
Staff, Regular Session (after hours; not offered in 1994/95)

1979 S Modernization, Development, and Education in African Contexts

An exploration of the issue of modernization and development in African contexts and the impact on education and educational reforms. It examines various theoretical conception of the socioeconomic development process and the role of formal and popular educational programs within that process. There is a special emphasis on the impact of the World Bank's structural adjustment programs on Africa's educational reforms. Among the specific topics covered are social aspects of political and economic development, social stratification and cultural pluralism, problems of national identity, political ideology, and the growth of nationalism, as well as ecological questions of peace, cooperation, and social justice.
G. J. S. Dei, Regular Session (after hours)

1981 F Inequality, Employment Equity, and Educational Systems

Access to educational and employment opportunities continues to be characterized by structural inequity with considerable evidence of negative impacts for women, members of racial/ethnic minorities, and persons with disabilities. With the passing into law of Bill C-62, the Employment Equity Act, Canada enters the era of mandatory employment equity or affirmative action. This course will examine various implications of this new direction in public policy and analyse related patterns of social, economic, and educational change.
E. B. Harvey, Regular Session (after hours)

1984 F,S,H Special Topics in Sociological Research in Education

Courses that will examine in depth topics of particular relevance not already covered in regular course offerings in the department. The topics will be announced and described in the schedule of courses.
Staff, Regular Session

1987 S Health, Illness, and Knowledge of the Body: Education and Self-Learning Processes

This course begins by interrogating the rise of scientific medicine in a social, political, and economic context, and explores different conceptions of health and illness. The emphasis is on how the body, diseases, and health are understood in contemporary Western medicine and in Eastern medical tradition, focusing on traditional Chinese medicine. The course takes an experiential approach (by means of physical exercises) in addition to the use of textual materials.
R. Ng, Regular Session

1990 S Applied Sociological Field Research in Education

This course will provide practical training in qualitative sociological research in education. Stages of qualitative research (such as identifying a topic, organizing projects and writing proposals, gaining access, collecting data by in-depth interviews and participant observation, using documents, analysing data, and writing reports) will be covered. Students will do a small project using techniques of interviewing and participant observation. Issues such as ethics, working with school boards and other agencies, and feminist research will also be raised. The course is most

suitable for students who have some background in sociology but who have not previously conducted ethnographic or other forms of qualitative research.
S. Acker, Regular Session

1996 F Social Relations of Cultural Production in Education

This course will analyse how cultural meanings are produced, interpreted, legitimated, and accepted and/or rejected in educational settings, including but not limited to schools. Critical perspectives from feminism, Marxism, and poststructuralism will be explored to consider how culture has been investigated and taken up in/through sociology, cultural studies, and studies of education and schooling.
K. Dehli, Regular Session (after hours; offered in alternate years)

3903 S Language and Social Difference in Education: Comparative Perspectives

The purpose of this course is to examine the ways in which education is bound up with ideologies of language and social difference in specific political contexts. While the focus is on race and ethnic relations, the course also examines how these intersect with questions of gender and class.
M. Heller, Regular Session (after hours; not offered in 1994/95)

3911 F Planned Educational Change: Intervention Theories and Methodologies

This course examines the problems and factors related to the implementation of educational and social programs. Implementation is also studied in terms of its relationship to planning, including strategies and techniques for bringing about educational change. Each member of the class is expected to become involved in some particular practical problem of educational change of his or her choosing as an experience to increase awareness and apply skills in dealing with real change situations.
Staff (not offered in 1994/95)

3927 S Issues in Education, Deviance, and Legitimacy

A seminar designed to explore and integrate contemporary theoretical issues (in reference to schooling and delinquency) derived from current debates in criminology: state theory comparing educational and justice systems; neo-Marxist sociology of law; feminist critiques of traditional criminology and delinquency research; etc. The impact of the structuring of discourse, ideology, and subjectivity upon legitimacy through cultural (media), schooling, and legal systems will be examined.
W. G. West, Regular Session (not offered in 1994/95)

3928 S Studies in the Social Organization of Knowledge

This course addresses basic issues in the problem of social order from a social organization of knowledge standpoint, with particular attention to the methodological and theoretical resources of ethnomethodology, phenomenology, hermeneutics, and ordinary language philosophy. Topics will change from year to year, but may include differences between the natural and the human sciences; the nature of rules; the conceptions of context; conceptions of culture; civility and morality in interaction; analytic-hermeneutic vs. cognitive models of the actor; etc.
J. L. Heap, Regular Session (after hours; not offered in 1994/95)

3930 S Innovations in Education: A Comparative Analysis

This course uses data from a variety of societies—both "developed" and "developing"—to identify factors that may influence the success of large-scale educational change efforts. A wide variety of types of reforms, in very different sociopolitical settings, are considered. The objective is to develop an extensive taxonomy of social, economic, cultural, political, and administrative factors that may have to be considered in planning,

or predicting the outcome of, any particular large-scale educational change effort. The nations considered vary somewhat from year to year, but typically include France, Germany, England, the Soviet Union, Peru, Chile, Cuba, China, and Japan.
J. P. Farrell, Regular Session (not offered in 1994/95)

3933 S Postmodern Presentations of Culture

This course examines postmodern presentations of culture in current social life, primarily through an examination of a series of feature-length films. The mode of inquiry in the course focuses upon the viewer's response to the structure of a film. The study of the postmodern will be conducted through poststructural thinking in the human sciences and through phenomenology and hermeneutics. Seminar meetings will be devoted to discovering postmodern interpretive processes within culture and consciousness. Features of the postmodern to be examined include: the loss of the unified self, the significance of history and memory, decentred social life, and the awareness of the presence of nihilism within social life and human existence.
R. Silvers, Regular Session (after hours)

3934 F Analysing Classroom Discourse

This course will consider models of discourse processing as they can be made to apply to classroom interaction. The aim of the course is to recover how (what counts as) knowledge in the classroom is socially organized through, and in, discourse. Particular attention will be paid to conversation analysis.
J. L. Heap, Regular Session (after hours; not offered in 1994/95)

3935 S Revolutionary Movements and Education

A critical analysis of current and historical revolutionary movements with particular attention to their educational programs. The social composition, dominant interpretations of social conditions, objectives, strategies, and actual accomplishments of such movements will be compared. Particular attention will be given to the educational features of social movements in the current "transitional" societies (e.g., Poland, Cuba, China, Guinea-Bissau, Nicaragua) and those in advanced capitalist societies such as Canada, the U.S.A., France, and Italy.
W. G. West, Regular Session (after hours)

3940 S Comparative Societies: Economic Change, the State, and Schooling

A comparative study of modes of production, modes of government, and modes of education and of their interrelations. Pre-capitalist, capitalist, and socialist modes will be distinguished and characteristic relations between economic, political, and educational activities postulated. Case-study materials will examine these relationships in various social formations. Particular emphasis will be placed on relations between economic conditions, types of states and regimes, and forms of schooling in current core capitalist, peripheral capitalist, and transitional socialist societies.
D. W. Livingstone, Regular Session (offered in alternate years)

3952 F,S,H Individual Reading and Research in Sociology in Education: Doctoral Level

Description as for 1952F,S,H.

3953 S Canadian Political Economy and Education

This course will deal with factors of capitalist development of the Canadian economy, uneven regional development, the nature of the Canadian state, Canada's place in the modern world economy, and Canadian class formations, in terms of their shaping of our educational systems. The educational implica-

tions of such topics as the economic roles of Canadian women, the cultural impact of the U.S.A., and Quebec nationalism may also be considered. Students will be expected to conduct a case study dealing with the limits of educational reform in Canada.
D. W. Livingstone, Regular Session (not offered in 1994/95)

3960 F Advanced Issues in Sociological Research Methods in Education

This course focuses on the uses and techniques of sociological methods in actual research projects and problems. The course will blend both quantitative and qualitative methods and discuss their relevance to theory, interpretation, and philosophy of science. It will be especially appropriate for students undertaking doctoral work. Students will be expected to discuss in class their own research problems. The class will consider the strengths and pitfalls of alternative research approaches and the data they generate.
D. E. Smith, Regular Session (not offered in 1994/95)

3970 S Advanced Sociological Theory in Education

The course reviews a series of selected frameworks examining the issue of how theory may be applied. The work will try to draw upon and expand the student's use of working theory to the development of future work, especially as it might relate to thesis work.
D. E. Smith, Regular Session (offered in alternate years)

3972 S Advanced Research Seminar on Feminist Theory, Methodology, and Education

This course begins with an examination of feminist critique of the disciplines, and an exploration of whether there is a feminist method. It then examines concrete samples of work using a feminist approach, and the research problems associated with such an approach. Students conducting feminist research (however defined) are encouraged to use this course to work through some of their research problems.
Prerequisite: 1972S, 1973S, or permission of instructor.
R. Ng, Regular Session (not offered in 1994/95)

3975 S Feminism and Poststructuralism in Education

This course will survey feminist debates about the relevancies, uses, and dangers of poststructuralist critique and theory for feminism. The intention is to provide critical analyses of key assumptions and strategies of poststructuralism and to consider whether these are compatible with feminism. Detailed consideration will be given to the implications of poststructuralism for feminist sociology in education and feminist pedagogical practice.
Prerequisite: 1972S, 1973S, or permission of instructor.
K. Dehli, Regular Session

3980 S Research Seminar: Practical Problems in Advanced Sociological Research in Education

For students and faculty actively engaged in research to explore theoretical and methodological issues involved in formulating, conducting, and utilizing the findings of dissertation and similar research. Case materials will be presented by faculty and students for critical assessment from different research orientations, and attention will be given to the practical problems encountered in the course of doctoral-level research and dissemination of results. The course will be offered in sections articulated to expressed student interest.
D. E. Smith, Regular Session (not offered in 1994/95)

3984 F,S,H Special Topics in Advanced Sociological Research in Education

Description as for 1984F,S,H, but at the doctoral level.
Staff, Regular Session

3995 F Applied Sociology of State Formation and Educational Policy

This course will situate policy-making in relation to the educational features of state formation, within a broad framework of historical sociology. Actual policy texts as well as theoretical and empirical studies of relevance to students' research interests will be analysed.
K. Dehli, Regular Session (after hours)

Note: The following courses might also be of special interest to students in Sociology in Education:

Adult Education
1136F,S Political Economy of Adult Education
1139F,S Introduction to Comparative, International, and Development Education (acceptable for credit in Sociology in Education)
1148S An Introduction to Workplace and Organizational Democracy

Higher Education
3806S Case Studies in Comparative Higher Education

History and Philosophy of Education
1418F,S,H The Role of Education in Theories of Women's Emancipation: I
1436F,S,H Modernity and Postmodernity: From the Critical Theory of Society to Postmodern Consciousness
3418F,S,H The Role of Education in Theories of Women's Emancipation: II
3447F,S,H Critical Theory as a Theory of Modernity and Education: I

ACADEMIC STAFF

(as of July 1, 1994)

Abbey, David S.,† Applied Psychology
Abbey-Livingstone, Diane,* Adult Education
Acker, Sandra, Sociology in Education
Aitken, Johan L., Curriculum
Alexander, William E., Adult Education
Allen, J. Patrick B., Curriculum
Alvi, Sabir A., Applied Psychology
Anderson, Steve,* Curriculum
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Cohen, Rina S., Curriculum
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Davis, John E., Educational Administration
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Hall, Budd L., Adult Education
Hanna, Gila, Curriculum
Hannay, Lynne, Curriculum
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Heller, Monica, Sociology in Education

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MacIntyre, Robert B.,† Applied Psychology
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Matthews, Dona,* Applied Psychology
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Miezitis, Solveiga, Applied Psychology
Miles, Angela R., Adult Education
Miller, Jack, Curriculum
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Morgan, Robert J., Curriculum
Morris, Mary,* Applied Psychology
Musella, Donald F.,† Educational Administration
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Nagy, G. Philip, Curriculum
Ng, Roxana, Sociology in Education
Nishisato, Shizuhiko, Curriculum
Oatley, Keith, Applied Psychology
Olivier, William P., Curriculum
Olsen, E. Christopher, History and Philosophy of Education
Olson, C. Paul, Sociology in Education
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Prentice, Alison, History and Philosophy of Education
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Quazi, Saeed,* Higher Education
Ragsdale, Ronald G.,† Curriculum
Rainsberry, Frederick B.,† Curriculum
Raphael, Dennis,* Applied Psychology
Razack, Sherene H., Adult Education
Regan, Ellen M.,† Applied Psychology
Rideout, E. Brock,† Educational Administration
Rivera, Margo,* Applied Psychology

Robinson, Floyd G.,† Curriculum
Rockhill, Kathleen, Adult Education
Ross, John A., Curriculum
Rothman, Arthur I.,* Higher Education
Rothstein, Marsha,* Applied Psychology
Russell, H. Howard,† Curriculum
Rutledge, Donald,* Curriculum
Ryan, James J., Educational Administration
Scardamalia, Marlene, Curriculum
Schneider, Barry, Applied Psychology
Schneider, Margaret S., Applied Psychology
Selby, David,Curriculum
Seller, Wayne, Curriculum
Shafrir, Uri, Applied Psychology
Shapiro, Bernard J.,* Higher Education
Shipe, Dorothy,† Applied Psychology
Shuttleworth, Dale E.,* Adult Education
Siegel, Linda, Applied Psychology
Silverman, Harry, Applied Psychology
Silvers, Ronald, Sociology in Education
Simon, Marielle G., Curriculum
Simon, Roger I., Curriculum
Skinner, Harvey A.,* Curriculum
Skolnik, Michael L., Higher Education
Smith, Dorothy E., Sociology in Education
Smyth, Elizabeth M., Curriculum
Stanovich, Keith E., Applied Psychology
Stermac, Lana, Applied Psychology
Sullivan, Edmund V., Curriculum
Swain, Merrill K., Curriculum
Szekely, Eva,* Applied Psychology
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Townsend, Richard G., Educational Administration
Tracz, George S.,† Curriculum
Traub, Ross E., Curriculum
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Wells, C. Gordon, Curriculum
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Wignall, Rouleen, Educational Administration
Wilkinson, Joyce A., Curriculum
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Wolfe, Richard G., Curriculum
Wolfgang, Aaron,† Applied Psychology
Woodill, Gary,* Applied Psychology
Woolner, Paul,* Adult Education
Zuker, Marvin A.,Educational Administration

* Associates
† Professors emeriti

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INQUIRIES

Please address inquiries concerning graduate studies in education to:

Office of Graduate Studies
The Ontario Institute for Studies in Education
252 Bloor Street West
Toronto, Ontario, Canada M5S 1V6
Telephone: (416) 923-6641
Telephone: TDD (416) 926-4760 Graduate Studies
FAX: (416) 323-9964 Graduate Studies
INTERNET: GRADSTUDY@OISE.ON.CA
Telex: 06217720
FAX: (416) 926-4725

OISE Bulletin

1995/96

Graduate Degrees in Education
University of Toronto/
The Ontario Institute for Studies in Education

OISE Bulletin

1995/96

Graduate Degrees in Education
University of Toronto/
The Ontario Institute for Studies in Education

All inquiries should be addressed to the Registrar,
Ontario Institute for Studies in Education,
252 Bloor Street West,
Toronto, Ontario, Canada M5S 1V6

Students should bring this Bulletin when they register.
No assurance can be given that additional copies
will be available at that time.

1. The Bulletin of the Institute is published some months before the opening of the Session. Staff, programs, courses, regulations, grading policies, and dates are expected to be as announced. At time of publication, the University of Toronto 1995/96 fees schedule has not yet been established; the amounts quoted in the fees section are from the 1994/95 schedule, and are expected to increase in 1995/96.

2. The Institute reserves the right to change policies and curriculum as well as any of the rules and regulations published in this Bulletin. In order to properly exercise its educational responsibility, the Institute may also change its grading policies from time to time. All such changes are effective at such times as the proper authorities determine, and may apply not only to prospective students but also to those who are already enrolled at the Institute.

3. Applications/Admissions:

(a) The deadline for submitting application forms is January 15, 1995, for the 1995/96 Winter Session. While applications will be received after this date, no guarantee of admission to either degree programs or courses can be made.

(b) The Graduate Department of Education cannot undertake to recommend for admission to the School of Graduate Studies every applicant who meets the minimal admission requirements.

4. The Institute reserves the right to limit the number of registrants in any course of instruction offered in circumstances where the number of qualified applicants for a course exceeds the teaching resources available to the faculty.

5. All graduate degree programs are subject to the academic regulations of the University of Toronto School of Graduate Studies. Applicants and students are advised to consult the School of Graduate Studies Calendar.

6. Veuillez noter que l'Institut n'offre que quelques cours en français sur le campus. Il est très peu probable que l'on puisse poursuivre un programme d'études entièrement en français sur le campus ; toutefois, le bureau de la formation à distance offre présentement deux programmes d'études en français. Prière de consulter la page 59 pour plus de renseignements sur ces programmes.

Notice of Collection of Information and Disclosure

In accordance with Section 39(2) of the Freedom of Information and protection of Privacy Act in the Province of Ontario, you are hereby notified that the personal information relating to you is being collected for the proper administration of graduate degree programs and academic records, and statistical purposes of the Ontario Institute for Studies in Education, and in accordance with Section 42, authorizes the Institute to disclose such information for the purposes of conducting the business of the Institute as it relates to graduate programs, determining academic performance and eligibility for scholarships, grants and loans to any educational institution, the Federal Government and its collection agencies, other ministries of the Ontario Government, other educational authorities both inside and outside the Province of Ontario, and financial institutions with which you may have a student loan. This information is collected under the legal authority of the Ontario Institute for Studies in Education Act, R.S.O. 1980, c.341. Questions about this collection should be directed to the Assistant Director (Academic), Office of the Assistant Director (Academic), Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Canada M5S 1V6 (telephone: 416-923-6641).

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ACADEMIC CALENDAR

1995

JANUARY 2
Lectures for the second term of the Winter Session begin

JANUARY 6
Final date for registration for students beginning their programs in second term. After this date a late registration fee will be assessed

JANUARY 15
Balance of required fees due without further notice

JANUARY 15
Final date for submitting application forms, together with all pertinent documentation, for admission to degree programs commencing in the 1995 Summer Session or the 1995/96 Winter Session. While applications will be received after this date, no guarantee of possible admission to either degree programs or courses can be made.

JANUARY 15
Final date for receipt of applications for a 1995/96 Winter Session Graduate Assistantship (for full-time study only)

JANUARY 20
Grade submission date for 1994/95 first term courses. (Grades will be mailed to students in mid-February)

JANUARY 20
Final deadline for SDF designation for 1994 Summer Session courses to be changed to a regular grade or a failure

JANUARY 20*
Final date for students who hold dual registration as candidates for both M.A. and Ph.D. degrees to be recommended for the master's degree if they are to receive Ph.D. residence credit for the year

JANUARY 20*
Final date for submitting appropriate documentation for M.A. and M.Ed. degrees to be conferred in absentia at the March meeting of the Governing Council

JANUARY 20
Final date for registration for students beginning programs in second term

JANUARY 20
Final date for adding second term courses

JANUARY 31†
Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred in absentia at the March meeting of the Governing Council

FEBRUARY 24
Final date for withdrawing from second term and full year courses without academic penalty

MARCH 1
Pre-enrolment forms for Summer Session and Winter Session for continuing students will be mailed at this time

MARCH 13–17
Midwinter break in the Ontario school system (no OISE classes scheduled)

APRIL 1
Deadline for formation of M.A., Ed.D., and Ph.D. thesis committees

APRIL 7
Last day of lectures, Winter Session

APRIL 13
Continuing students should pre-enrol in courses for both Summer Session and Winter Session (first and second term) prior to this date. Maximum enrolment may be reached in some courses well before it

APRIL 14
Good Friday (offices closed)

APRIL 17
Easter Monday (offices closed)

APRIL 21*
Final date for submitting recommendations for M.A. and M.Ed. degrees to be awarded at Spring Convocation

APRIL 28†
Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at Spring Convocation

MAY 19
Grade submission date for 1994/95 second term and full year courses. (Second term and full year course grades will be mailed to students in mid-June)

MAY 19
Final deadline for SDF designation for 1994/95 first term courses to be changed to a regular grade or a failure

MAY 22
Victoria Day (offices closed)

JUNE
Spring Convocation (to be announced)

JULY 1
Canada Day (offices closed)

JULY 4–5
Summer Session registration

JULY 4
First day of lectures, Summer Session

JULY 15
Deadline for course changes in Summer Session

AUGUST 7
Civic Holiday (offices closed, classes rescheduled)

AUGUST 11
Last day of lectures, Summer Session

SEPTEMBER 4
Labour Day (offices closed)

SEPTEMBER 11–14
Winter Session registration: for full-time students, 10 a.m.–12 noon and 2 p.m.–3 p.m.; for part-time students, 3:30 p.m.–5:30 p.m.

SEPTEMBER 11
Lectures begin

SEPTEMBER 15
After this date a late registration fee will be assessed

SEPTEMBER 18*
Final date for submitting appropriate documentation for M.A. and M.Ed. degrees to be awarded at Fall Convocation

SEPTEMBER 29
Grade submission date for 1995 Summer Session courses. (Grades will be mailed to students toward the end of October)

SEPTEMBER 29
Final deadline for SDF designation for 1994/95 second term and full year courses to be changed to a regular grade or a failure

OCTOBER 6
Final date for Ph.D. candidates in the ultimate year of required residence to submit thesis title and supervisor

OCTOBER 6†
Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at Fall Convocation

OCTOBER 6
Final date for adding first term and full year courses

OCTOBER 6
Fees: If Winter Session fees remain unpaid by this date, students will be considered as having withdrawn

OCTOBER 9
Thanksgiving Day (offices closed, classes rescheduled)

NOVEMBER
Fall Convocation (to be announced)

NOVEMBER 3
Final date for withdrawing from first term courses without academic penalty

DECEMBER 8
Last day of lectures of first term courses

1996

JANUARY 8
Lectures for the second term of the Winter Session begin

JANUARY 10
Final date for registration for students beginning their programs in second term. After this date a late registration fee will be assessed

JANUARY 15
Balance of required fees due without further notice

JANUARY 15
Final date for submitting application forms, together with all pertinent documentation, for admission to degree programs commencing in the 1996 Summer Session or the 1996/97 Winter Session. While applications will be received after this date, no guarantee of possible admission to either degree programs or courses can be made

JANUARY 15
Final date for receipt of applications for a 1996/97 Winter Session Graduate Assistantship (for full-time study only)

JANUARY 19
Final date for registration for students beginning programs in second term

JANUARY 19
Final date for adding second term courses

JANUARY 19*
Final date for students who hold dual registration as candidates for both M.A. and Ph.D. degrees to be recommended for the master's degree if they are to receive Ph.D. residence credit for the year

JANUARY 19*
Final date for submitting appropriate documentation for M.A. and M.Ed. degrees to be conferred in absentia at the March meeting of the Governing Council

JANUARY 19
Grade submission date for 1995/96 first term courses. (Grades will be mailed to students in mid-February)

JANUARY 19
Final deadline for SDF designation for 1994 Summer Session courses to be changed to a regular grade or a failure

JANUARY 31†
Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred in absentia at the March meeting of the Governing Council

FEBRUARY 23
Final date for withdrawing from second term and full year courses without academic penalty

MARCH 1
Pre-enrolment forms for Summer Session and Winter Session for continuing students will be mailed at this time

MARCH 11–15
Midwinter break in the Ontario school system (no OISE classes scheduled)

APRIL 1
Deadline for formation of M.A., Ed.D., and Ph.D. thesis committees

APRIL 5
Good Friday (offices closed)

APRIL 8
Easter Monday (offices closed)

APRIL 12
Last day of lectures, Winter Session

APRIL 13
Continuing students should pre-enrol in courses for both Summer Session and Winter Session (first and second term) prior to this date. Maximum enrolment may be reached in some courses well before it

APRIL 19*
Final date for submitting appropriate documentation for M.A. and M.Ed. degrees to be awarded at Spring Convocation

APRIL 30†
Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at Spring Convocation

MAY 17

Grade submission date for 1995/96 second term and full year courses. (Second term and full year course grades will be mailed to students in mid-June)

MAY 17

Final deadline for SDF designation for 1995/96 first term courses to be changed to a regular grade or a failure

MAY 20

Victoria Day (offices closed)

JUNE

Spring Convocation (to be announced)

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* The information must be submitted to the Office of Graduate Studies, OISE, by this date, which precedes the School of Graduate Studies' final date, to allow for processing and forwarding the necessary documentation.

† Arrangements must be made through the Office of Graduate Studies, OISE, at least seven working weeks before this date for Ed.D. and Ph.D. candidates.

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

OISE was established in 1965 by a special act of the Ontario legislature to provide graduate level programs, to conduct research and disseminate its findings, and to engage in field development activities in education.

The OISE building is situated in the centre of Toronto adjacent to the campus of the University of Toronto. Toronto is a multicultural city with a metropolitan population of nearly three million people.

As a graduate school of education affiliated with the University of Toronto, Canada's largest university, OISE provides most of the master's-level and nearly all of the doctoral programs in education in the province. OISE is also a major centre of educational research and development in Canada. OISE's exclusive focus on graduate studies, research, and development in education provides a unique setting for faculty, professional research staff, and students to address significant educational problems and issues.

OISE offers graduate programs leading to M.Ed., M.A., Ed.D., and Ph.D. degrees through seven academic departments. Most courses are offered on campus, but some (about 25 per year) are offered through OISE's Field Centres or by distance education modes of delivery. Collaborative programs with the University's Faculty of Education (FEUT) are offered under the auspices of the Joint Centre for Teacher Development, which was created under a new ten-year affiliation agreement between OISE and the University of Toronto in 1989. Although OISE administers all admission procedures, program regulations, financial awards, and degree requirements, its admission and programs are subject to the regulations of the University's School of Graduate Studies; graduating students receive University of Toronto degrees.

OISE conducts major research and development projects through its Internal Research Centres, through its departments, and through Field Centres located across the province. In addition to its faculty complement of about 125, OISE has a large professional research staff to assist in carrying out its research and development mandate.

The Institute provides extensive resources for educational research and graduate studies. The R. W. B. Jackson Library holds the most extensive specialized research collection in education in Canada and is one of the finest of its kind in the world. It also houses Ontario's Educational Research Information Services (ONTERIS), formerly operated under the Ministry of Education. In addition, special resource collections are located in the Modern Language Centre and the Centre for Women's Studies in Education. Students also have access to the University's libraries, including the Robarts Library, which houses one of the largest humanities and social sciences research collections in North America.

Other collections and research reports can be accessed electronically.

The Institute also has a central computer facility and provides training and assistance to students in computer use.

OISE currently has an enrolment of nearly 1500 master's and over 900 doctoral students at various stages in their programs. Over 900 are engaged in full-time study; about twelve per cent of these are international students. OISE's students come from a wide variety of backgrounds in public and private education at the elementary, secondary, and postsecondary levels of the system; many also come from the health and social services professions and from non-governmental organizations. Seventy-three per cent of our students are women. OISE graduates hold faculty and administrative positions in universities and other organizations across Canada and throughout the world.

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APPLICATION FOR ADMISSION

The Ontario Institute for Studies in Education conducts, within the School of Graduate Studies of the University of Toronto, programs leading to the graduate degrees of Master of Education, Master of Arts, Doctor of Education, and Doctor of Philosophy. Members of the academic staff of the Institute, together with some cross-appointees from various divisions of the University, constitute the Graduate Department of Education of the School of Graduate Studies. Students are registered, through this Department, in the School of Graduate Studies of the University of Toronto.

Note that graduate degrees in education at OISE do not constitute certification for teaching in Ontario.

Admission procedures deal with the question of whether or not an applicant may be admitted to a particular degree program, and under what conditions. Registration refers to procedures at the opening of a session, including payment of fees, enrolment in particular courses, etc. The sequence of steps involved in admission and registration is detailed below. The general requirements are to be found in the section entitled "General Requirements for Admission and Degrees."

M.ED., M.A., ED.D., AND PH.D. APPLICANTS

1. For information and application forms, write directly to:

Admissions
Office of Graduate Studies, OISE
252 Bloor Street West
Toronto, Ontario M5S 1V6

All applicants must complete an application form, clearly indicating the OISE department and degree applied for, and return it to the above address.

Applicants to all departments should carefully review the specializations within departments and clearly indicate on the application materials (form B#3) the specialization they wish to pursue.

2. Application forms must be submitted with attachments (b), (e), and (f) listed below and arrangements should be made for submission of the remaining documentation:

(a) three official transcripts (not returnable) to be sent directly from the university to this institution, bearing marks attained of all undergraduate and graduate study to date. (If the university will be providing transcripts in a language other than English or French, a certified English translation is required);

(b) $60 application fee (Canadian funds—not refundable) in the form of a certified cheque or money order payable to the University of Toronto; applications will not be processed without this fee. (U.S. funds drawn on a U.S. bank may be submitted. International coupons are not negotiable in Canada and cannot be accepted.) Applicants previously registered in the School of Graduate Studies are not required to pay the application fee;

(c) where applicable, three copies of documents (not returnable) attesting to teacher education, teacher certification, and experience;
(d) at least two letters of reference (not returnable) to support the application —ordinarily, one from a university instructor with whom you have studied, the other from a referee who is familiar with your professional work and promise (see the departmental sections for other requirements): use forms entitled Letter to Support Application for Admission enclosed with the application forms;
(e) in duplicate, a résumé (not returnable) and a statement of study interests, career goals, and reasons for seeking admission. (Applicants to the Department of Curriculum are required to submit a *statement of purpose*; see Department of Curriculum section of this Bulletin.)
(f) evidence of facility in the English language for all applicants whose mother tongue is not English and who graduated from a university outside Canada where the language of instruction was not English. This requirement must be satisfied and the documents submitted at the time of application. The application will not otherwise be considered. One of the following tests must be taken:

Test of English as a Foreign Language (TOEFL)
Educational Testing Service
P.O. Box 6151, Princeton
New Jersey 08541-6151, U.S.A.

(It is compulsory for applicants completing the TOEFL to also complete the TWE [test of written English]. The "Institution Code" is 0982.)

or Michigan English Language Assessment Battery (MELAB)
English Language Institute (ELI)
University of Michigan
Ann Arbor, Michigan 48109,
U.S.A.

or University of Cambridge Local
Examinations Syndicate
International English Language
Testing System (IELTS)
1 Hills Road
Cambridge, U.K. CB1 2EU

(Applicants may also contact their nearest British Council Office.)

or (if already residing in Canada)
Certificate of Proficiency in
English Test (COPE)
School of Continuing Studies
University of Toronto
Toronto, Ontario M5S 2V8

The passing score required is at least 580 on the TOEFL and 5 on the TWE; 92 on the MELAB test; 7.0 on the IELTS test; or 5 on the COPE test (with a score of at least 1 in each component and 2 in the writing component).

3. Many applicants for admission as full-time students may also be applying for an OISE Graduate Assistantship (see page 43). Deadline for submission of the Graduate Assistantship application form is January 15.

4. Application forms for all degree programs must be submitted not later than January 15 for registration in the 1995/96 Winter Session, which starts in September. While applications will be received beyond this date, no guarantee of admission can be made.
Many students accepted to a program may wish, or be expected, to commence in the 1995 Summer Session. At the time of acceptance applicants who have indicated on their application form that they wish to commence in summer will receive Summer Session information.

5. All master's candidates in the Graduate Department of Education wishing to proceed to doctoral degree programs must apply for admission and be consid-

ered in competition with all other doctoral applicants.

6. Ed.D. applicants should note that the process of application, assessment, and acceptance for study in the Ed.D. program, both part-time and full-time, can be rather lengthy; further, a period of prerequisite study may be required. Accordingly, applicants are advised to initiate the application process well in advance of published deadlines. The Ed.D. program in some OISE departments may be commenced on a part-time basis; however, a full year of resident study must be undertaken before completion of the degree. (See Department of Educational Administration Ed.D. programs.)

7. Applicants unable to attend the session for which they have been accepted must normally reapply (updating documentation where necessary) and compete with all other applicants for the later session. However, it will not be necessary to pay the application fee again if application is made within twelve months from the date of previous acceptance. In some exceptional circumstances a department may wish to recommend a postponement of admission. Such postponement can only be for a twelve-month period following the date of initial acceptance. The request must be initiated by the applicant through the Office of Graduate Studies by September 30 of the year of acceptance. Applicants approved for postponement should know that any subsequent changes to the degree program requirements will be operative in the postponed program. Documents of applicants who have not previously registered at OISE will be kept on file for two years only and are not returnable.

Normally applicants can expect a decision regarding their admissibility during the latter part of April.

SPECIAL STUDENTS

Two categories of Special Students are described below. Special Students are not enrolled in a program of study that may lead to a degree:
—Special Student–Full-Time:
Students who are changing disciplines or who require preparatory work may be admitted as full-time Special Students and enrol in a full-time program of study not leading to a degree;
—Special Student–Part-Time:
Students wishing to take one or two graduate courses not for degree credit are admitted as part-time Special Students. Those accepted with less than mid-B standing may not apply for admission to a degree program at a later date.

Applicants interested in taking a course as a Special Student–part-time should contact the Office of Graduate Studies, OISE, for the appropriate forms. When these are submitted they should be accompanied by a statement indicating why Special Student status is requested.

Applicants interested in taking courses as a Special Student–full-time and not for degree purposes should follow the application procedures for degree applicants. See the section "General Requirements for Admission and Degrees."

Students accepted to a doctoral program may be required to undertake some prerequisite study as a Special Student. Such study can be taken on a full- or part-time basis.

For enrolment in courses, priority is given to OISE degree students, then University of Toronto degree students, and finally Special Students.

Documentation submitted to the Office of Graduate Studies cannot be returned to the applicant.

GENERAL INFORMATION

PRE-ENROLMENT FOR CONTINUING M.A., M.ED., ED.D., AND PH.D. STUDENTS

The pre-enrolment forms for course selection for the 1995 Summer Session and the 1995/96 Winter Session will be mailed during the week of *March 1*. The student telephone service will be available March 21. You should pre-enrol in courses before April 13 either by using the telephone service or by returning the pre-enrolment forms. Maximum enrolment may be reached in some courses well before the latter date. These dates apply to courses in both the first and second terms of the Winter Session.

Please note: No guarantee of acceptance into either the first or second choice of courses can be given for either term. *Should you not get into any courses of your choice, we suggest that you attend the first class and speak to the instructor of the course regarding possible admittance.*

DEFINITION OF FULL-TIME STUDY

Full-time graduate students are defined according to government regulations as follows:
(a) They must be pursuing their studies as a full-time occupation and identify themselves as full-time graduate students in all documentation.
(b) They must be considered by the OISE Office of Graduate Studies to be in full-time study.
(c) They must be geographically available and visit the campus regularly.
(d) They must limit employment to an average of ten hours a week in any term.
(See Definition of Residence, page 15.)

DEFINITION OF PART-TIME STUDY/AFTER-HOURS CLASSES IN WINTER SESSION

During the 1995/96 Winter Session, it is anticipated that many of the courses will be offered in the late afternoon or evening. Normally, fully employed part-time students interested in after-hours classes may pursue one of the following patterns of study: (a) one half-course in each of the two terms; (b) two half-courses that run for the full year; (c) one full course that runs for the full year; or (d) where scheduling necessitates, one half-course that is offered for the full year along with the other half-course that is offered in either the first or second term. With faculty advisor's approval, some students may take more than two half-courses in the Winter Session but not more than two half-courses in any one term.

Students should give careful consideration to the demands of their employment when discussing with their faculty advisor the number of courses they can realistically carry. A heavy employment load will not be an acceptable reason for an instructor to assign a non-grade report of SDF (standing deferred) unless there are totally unanticipated circumstances.

STUDY IN SUMMER SESSION

Students may enrol for not more than two half-courses in any one Summer Session. Since this constitutes a full-time course load, a student should not undertake employment for more than ten hours a week during the Summer Session. A student working up to twenty hours a week may undertake one half-course if the class hours can be accommodated along with the working hours.

January 15 is the deadline for new applicants who plan to begin their program in either summer, fall, or spring. While applications will be received after this date, no guarantee of admission can be made.

OFF-CAMPUS COURSES

OISE offers off-campus sections of some courses in a variety of Ontario locations. However, because of a limited selection of courses, it may not be possible to complete all program requirements off-campus.

Most off-campus courses are offered in a distance education mode, mainly via computer conferencing. For computer-conferencing courses, students must have regular access to a computer and modem.

Courses using audio conferencing use sites in Northern Ontario (i.e., north of Parry Sound) that are part of the Contact North/Contact Nord network. Sites in southern Ontario are determined according to the location of students who pre-enrol in courses by the deadline listed in the OISE Course Schedule (off-campus section). Before the beginning of the course, students who have pre-enrolled by the deadline will receive written details about the site location and dates and times of classes.

Off-campus students are urged to pre-enrol for courses by the deadline. A course may be cancelled if there is insufficient enrolment.

COURSE REQUIREMENTS

Course requirements are the same for both off- and on-campus students. Please consult the departmental sections.

ON-CAMPUS REQUIREMENTS

Part-time Ed.D. students are required to take at least four half-courses on campus.

ADMISSION PROCEDURES

New part-time degree applicants and part-time Special Students should contact their local OISE Field Centre (see listing in "Field Services and Research" section of this Bulletin) for application forms. In areas of the province not served directly by a field centre, contact should be made with the Office of Graduate Studies at OISE. Admission procedures are the same for all students and are outlined in the "Application for Admission" section. Applications for new students should be submitted by January 15.

Continuing part-time off-campus degree students are advised to comply with the on-campus deadlines; however, late applications will be considered. It should be noted that some courses have a restricted enrolment.

REGISTRATION

Part-time off-campus students *who have already been admitted* to a degree program register by mail. A course registration form and a fees invoice will be mailed to the student when all admission conditions have been met. Please refer to registration materials that are mailed to students each year for appropriate dates and procedures. *M.A. students please note* that registration takes place through the School of Graduate Studies at the University of Toronto and the Office of Graduate Studies, OISE. See registration materials for appropriate dates and procedures.

OFF-CAMPUS LIBRARY SERVICES

The R. W. B. Jackson Library makes available, either directly or through the local field centres, all essential reading materials for off-campus students to meet the requirements of their courses. In addition, full reference services are offered, including the preparation of computerized literature searches and the acquisition of materials through interlibrary loan.

DEFINITION OF RESIDENCE

All doctoral and some master's programs require a specified period of residence. To fulfil the residence requirement a student must be in full-time attendance as specified in the requirements for the particular degree, and in such geographical proximity as to be able to participate fully in the university activities associated with the program. (See item (e) under Master of Arts, program of study, in the "General Requirements for Admission and Degrees" section of this Bulletin for master's programs requiring residence.) Residence requirements can be fulfilled only through two consecutive terms of the regular academic session (i.e., the first term—September through December—followed by the second term—January through April—in the same session, or the second term in one session followed by the first term in the next session). Ordinarily, Summer Session cannot count for residence credit. (But see the Department of Educational Administration's Ed.D. Administrator Doctoral Program.)

Where full-time study is required for a degree program, such study ordinarily commences in September. While it is possible to begin full-time study in January, the OISE department in which the program is being undertaken must be in a position to offer that program commencing in January. For example, if a certain course is required at the beginning of the program, the department must have scheduled such a course to commence in January.

DUAL REGISTRATION FOR M.A. AND PH.D. CANDIDATES

A student in an M.A. program in the Graduate Department of Education who has been offered admission to a Ph.D. program conditional on completion of the master's program may be a dual registrant for only one term in both programs under the following conditions:

1. The master's thesis committee has been officially formed and a minimal amount of work remains to complete the master's thesis;
2. Permission has been granted by both the Graduate Department of Education and the School of Graduate Studies;
3. The student will be engaged in full-time Ph.D. studies (i.e., undertaking a minimum of two half-courses during the term of dual registration) and will be registered full-time in the Ph.D and part-time in the master's program. Only the appropriate Ph.D. fees will be charged;
4. The period of dual registration will be either September 1 to January 31 or January 1 to May 1.

In order to receive residence credit for the Ph.D. for the period as a dual registrant, the student must be recommended for the award of the master's degree by mid-January for September dual registrants, or by mid-April for January dual registrants. Otherwise the Ph.D. registration will be cancelled, no residence for the Ph.D. will be allowed, and the student will continue to be registered as a master's candidate only. An appropriate fees adjustment will be made so that the student will be charged fees only as a master's student. Ph.D. course credit will be retained for courses completed during the period of dual registration.

Students who are not recommended for the master's degree by the deadline and whose enrolment in the Ph.D. is thereby cancelled may not apply for dual registration a second time. They must successfully complete the requirements for the master's degree before registering in the Ph.D. program.

PARENTAL LEAVE

OISE students may apply to the Office of Graduate Studies, OISE, for a parental leave during their program of study. This policy is intended to recognize the need for leave at the time of pregnancy, birth, or adoption, and to permit a pause in studies in order to provide full-time care in the first year of parenting a new child. By completing the Parental Leave Request form, a parent may apply for up to three terms of leave to be completed within twelve months of the date of birth or custody. Where both parents are graduate students seeking parental leave, the total number of terms cannot exceed four. Students on leave will not be eligible to receive OISE Graduate Assistantships, or Scholarships, or other OISE awards; only OISE Scholarships may be deferred. In the case of other fellowships, the regulations of the particular granting agency will apply. The terminal date for the completion of the degree program will be extended by the duration of the leave taken. Normally, the start and finish of the leave should coincide with the start and end of a term.

LEAVE FOR EXCEPTIONAL HEALTH PROBLEMS OR SERIOUS PERSONAL CIRCUMSTANCES

OISE students who need to be continuously registered may apply to the Office of Graduate Studies, OISE, for a one- to three-term leave during their program of study on the grounds of exceptional health problems or serious personal circumstances that temporarily make it impossible to continue the program even on a part-time basis. Students may make application for such leave by completing the Leave Request Form. Ultimate approval rests with the University of Toronto School of Graduate Studies, and only in the most exceptional set of circumstances will a leave be granted. While on leave, students will not be registered, nor will they be required to pay fees. They may not make demands upon the resources of the University, such as by using library facilities, attending courses, or expecting advice from their supervisors. Students on leave will not be eligible to receive or defer OISE Graduate Assistantships, or Scholarships, or other OISE awards. In the case of other fellowships, the regulations of the particular granting agency will apply. The terminal date for the completion of the degree program will, upon request of the student, be extended by the duration of the leave taken. Normally, the start and finish of the leave would coincide with the start and end of a term.

Except under extenuating circumstances it is not expected that a student will be granted more than one leave under the terms of this policy.

STUDENT APPEALS

Should a dispute arise over an academic or procedural matter, there exists a formal appeal procedure within OISE for registered students.

The student appeals process consists of five levels: The first level involves dialogue with the immediate source of the disagreement (typically the instructor). If the appellant is not satisfied, a formal appeal can be made to the appropriate OISE department or unit. If the appellant is still not satisfied, a formal appeal can be made to the OISE Degrees and Appeals Subcommittee of the Graduate Studies Committee (GSC) through the Registrar, Office of Graduate Studies, OISE, no later than six months after the ruling in question. If a satisfactory resolution at this level cannot be found, further appeals may be made through the Associate Dean of Division II of the School of Graduate Studies at the University of Toronto. Subsequently, cases may be taken to the Applications and Memorials Committee of the School of Graduate Studies no later than six months after the decision being appealed has been communicated in writing to the appellant. Instructions and forms for an appeal may be obtained from the Secretary to the School of Graduate Studies' Council. Should the problem still not be resolved, a notice of appeal should be filed by the student with the secretary of the Governing Council's Academic Appeals Committee of the University of Toronto in accordance with its guidelines and procedures. This must be done within ninety days of the decision from which the appeal is being taken, and the communication of that decision in writing to the appellant.

Further information on the appeals procedures is available from the Registrar, Office of Graduate Studies, OISE, or from a department chairperson. See also the School of Graduate Studies Calendar. At any stage, students have the right to appeal to the Office of the Ombudsperson, University of Toronto, 16 Hart House Circle, Toronto, Ontario M5S 1A1 (telephone 978-4874).

POLICY ON OUTSTANDING FEES AND OTHER UNIVERSITY OBLIGATIONS

The following academic sanctions will be imposed on students who have outstanding financial obligations to OISE and the University (including fees, residence charges, library fines, loans, bookstore debts, health service accounts, and unreturned or damaged instruments, materials, and equipment):
—Statements of results and/or official transcripts of record will not be issued.
—The University will not release the official document (called the diploma) that declares the degree earned, nor will the University or OISE provide oral or written confirmation of degree status to external inquirers.
—Registration will be refused to a continuing or returning student. Payments made by continuing or returning students shall be applied first to outstanding OISE and University debts and second to current fees.

TRANSCRIPTS

B.Ed. registrants up to June 1967 may obtain transcripts from the Office of Graduate Studies, OISE. M.Ed., M.A., Ed.D., and Ph.D. candidates and Special Students obtain transcripts from:

School of Graduate Studies
63 St. George Street
Toronto, Ontario M5S 1A1
(telephone: 978-2383)

At the time of printing of this Bulletin, the charge for a transcript is $6.00 for each copy. (This charge is subject to change.) Transcripts cannot be issued where fees are in arrears.

Winter Session grades are issued mid-February for first term courses, and mid-June for full year and second term courses; those for Summer Session courses, toward the end of October.

FIELD SERVICES AND RESEARCH

FIELD SERVICES

The purpose of OISE's field development activities is to stimulate and facilitate beneficial change in education in Ontario, particularly to schools. OISE's Office of Field Services and Research administers seven regional field centres. The Centre for Leadership Development, housed in the Department of Educational Administration, also has field development responsibilities. Two of the centres (Ottawa and Sudbury) provide services for francophone clients.

Because of their geographical location and their close association with the schools in their region, the field centres provide the main focus of OISE's field development effort. However, OISE as a whole is committed to field development work, and many of its academic departments are heavily involved. Field centres in turn make an important contribution to graduate studies by teaching distance education and off-campus courses, and to research and development through local research projects.

The activities of the field centres are determined collaboratively by centre staff and regional representatives, taking into account regional contexts and special needs as well as the individual expertise of the centre staff. Each centre has a small staff, generally not more than one or two people. There are consequently constraints on the assistance that the staff can offer, and they prefer activities that will have widespread influence in their regions. Some examples of field centre activities are given in the descriptions of individual centres below.

FIELD CENTRE LOCATIONS

The following is a list of the seven field centres throughout Ontario and the Centre for Leadership Development. The departments listed after each centre are currently offering off-campus courses in that region. For more information on OISE courses, both off- and on-campus, contact the centre in your area.

Centre for Leadership Development
Room 7-234, OISE
252 Bloor Street West
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641, Ext. 2622

The major focus of the Centre for Leadership Development is planned educational change and leadership roles in educational improvement. The main functions of the Centre are research on different aspects of its major focus, the design of pre-service and in-service programs, and field work and consultation based on the Centre's research program.

Midnorthern/Northeastern Centre
Sudbury Office
Gatchell School
31 Tuddenham Avenue
Sudbury, Ontario P3C 3E9
Telephone: 705-674-8442
Fax: 705-671-1582

(Sociology in Education)

The Sudbury office of the Midnorthern/

Northeastern Centre works in close collaboration with the North Bay office, the Centre de recherche en éducation du Nouvel Ontario (CRENO), the Northern Centre for Instructional Leadership (NCIL), and the regional office of the Ministry of Education and Training. The faculty and research personnel take an integrated approach to graduate studies, research, and field development, using the perspectives, concepts, ideas, and methods of both classical sociology and the new sociology of education. These guide a range of large-scale and small-scale projects relating to equity, policy, planned educational change, and community development. The centre's involvement in research and development projects includes: inter-agency collaboration; child abuse prevention; relational planning in the FSL and regular program; field and community involvement in education; equity of access, program quality, and outcome in education; empowerment and voice in education; First Nations education and community development; and the trusteeship. Most graduate course offerings are in Sociology in Education, Curriculum, and Educational Administration. Centre faculty supervise master's research projects, Qualifying Research Papers, and both master's and doctoral theses.

Midnorthern/Northeastern Centre
North Bay Office
Canadore College—
Commerce Court Campus
100 College Drive
North Bay, Ontario P1B 8K9
Telephone: 705-474-7600, Ext. 6553
Fax: 705-472-7169

The North Bay office offers expertise in staff development, system-wide evaluation, interdisciplinary approaches to curriculum development and implementation, business/industry/education linkages, leadership/management issues, career decision-making, student problem-solving, and site-based management. A special focus, in collaboration with the Sudbury office, is the establishing of links with the region's First Nations leaders. The North Bay office also works closely with the Northern Centre for Instructional Leadership (NCIL) in the areas of planned educational change and leadership, with the office providing research in pre-service and in-service, fieldwork, and consultation. Where demand exists, faculty teach off-campus courses in their area of specialization.

Centre de recherches en éducation
du Nouvel-Ontario (CRENO)
Centre communautaire Assomption
360, rue Perreault, Salle 1
Sudbury, Ontario P3B 2M7
Téléphone: 705-674-5740
Télécopieur: 705-674-3130
(Curriculum et Sociologie en éducation)

Le CRENO dispense ses services aux éducateurs et éducatrices de langue française du Nord de l'Ontario. Ces services comprennent des cours en sciences de l'éducation aux cycles supérieurs offerts en français, une approche communicative dans le domaine de la mise en oeuvre, l'évaluation du travail des enseignantes et enseignants de même que celle du rendement des élèves, la recherche relative à l'hétérogénéité linguistique et à l'identité culturelle dans les écoles ontariennes. Les secteurs de la formation et du développement professionnel, du leadership et de la planification stratégique en éducation figurent parmi les activités prioritaires du Centre. Un centre de documentation et un bulletin d'information en recherches font aussi partie des services offerts aux enseignants et enseignantes de la région.

Midwestern Centre
Margaret Avenue School
325 Louisa Street
Kitchener, Ontario N2H 5N1
Telephone: 519-579-0780
Fax: 519-579-8370

The work of the Midwestern Centre broadly focuses on facilitating the development of educational practitioners. The interrelationship between curricular processes (curriculum review, development, implementation), curricular change, and staff development is one dimension of the Centre focus. A second focus is on the movement towards shared decision-making and leadership. Centre faculty are involved in teaching courses in Kitchener and via computer conferencing in curriculum processes, action research, and professional development.

Niagara Centre
Connaught Public School
28 Prince Street
St. Catharines, Ontario L2R 3X7
Telephone: 416-684-8558
Fax: 416-687-9447

The Niagara Centre's work is primarily in three areas: the holistic curriculum, staff development, and CRDI (curriculum review, development, and implementation). The Centre is involved in both off-campus and on-campus teaching. Centre faculty teach courses in the holistic curriculum and courses related to CRDI.

Northwestern Centre
Agnew H. Johnston School
145 Churchill Drive
Thunder Bay, Ontario P7C 1V6
Telephone: 807-475-8110
Fax: 807-475-8149

The Northwestern Centre focuses much of its work on school improvement, restructuring, site-based management, and program development. With respect to these initiatives, the identification and enhancement of skills required by administrators, department heads, teachers, and others is central to much of the Centre's work in professional development. In program development, Centre staff are especially involved in assisting schools and school boards in the development of appropriate programs for intellectually gifted learners. The challenges faced by small secondary schools and the opportunities presented by technology are two other areas of particular interest. In addition, Centre staff are involved in research in gender and the history of education in Ontario. Centre faculty teach Curriculum courses via distance education, particularly computer and audio conferencing.

Ottawa Valley Centre
60 Tiverton Drive
Nepean, Ontario K2E 6L8
Telephone: 613-224-0561
Fax: 613-228-7074

(Curriculum, Sociology in Education via distance education courses)
The Ottawa Valley Centre serves school systems in the Ottawa Valley and as far west as the Kingston area. Activities include mainly workshops, consultation, and joint research projects with school boards in the areas of learning assessment strategies, program reviews, and research design and data analysis. Topics of interest include alternative learning assessment strategies in the classroom, education in religion, and stages of writing maturation.

Centre régional d'Ottawa
60, prom. Tiverton
Nepean, Ontario K2E 6L8
Téléphone: 613-224-0561
Télécopieur: 613-228-7074

(Curriculum, Sociologie en éducation—cours de formation à distance)
Le Centre régional d'Ottawa offre des services aux conseils scolaires de la région de l'est de l'Ontario. Ces services comportent principalement des ateliers,

des consultations, des projets de recherche menés conjointement avec les conseils scolaires dans le champ des stratégies d'évaluation des apprentissages, l'examen de programmes pédagogiques, les schèmes d'expérimentation et l'analyse de données. Parmi les sujets traités on compte entre autres les pratiques d'évaluation en salle de classe, l'enseignement concernant la religion et l'évolution des habilités de productions écrites.

Trent Valley Centre
Box 719, 150 O'Carroll Avenue
Peterborough, Ontario K9J 7A1
Telephone: 705-742-8827
Fax: 705-742-5104

The Trent Valley Centre specializes in curriculum processes. Special attention is given to the improvement of students' ability to learn from peers, professional development programs for teachers and consultants, and the design of evaluation for program improvement. The Centre offers off-campus M.Ed. programs in Curriculum, with a special interest in programs designed in collaboration with school systems to improve school practice.

RESEARCH AND DEVELOPMENT STUDIES

The research and development programs of the Institute foster improvement in Ontario education and complement the academic programs of departments. Most faculty spend a significant portion of their time on research and development projects.

Students may participate in the research and development projects through their graduate assistantships or through joint research projects designed as a portion of their graduate program.

The Institute's research and development program is among the largest in education in the world. Findings of completed studies are often published by the Institute or by the sponsoring agency, or appear in journals produced by the Institute (*Curriculum Inquiry*, *Orbit*, *Resources for Feminist Research/ Documentation sur la recherche féministe*), in international journals, and in other publications. OISE Research Reports can be found in the R. W. B. Jackson Library.

INTERNAL R & D CENTRES

The departments listed after each of the following centres are currently offering graduate studies programs that are congruent with the research and development work of centre faculty who hold major appointments in the departments concerned. For more information about the work of any of the centres and related courses, please contact the centre in OISE.

Modern Language Centre

Head: Alister Cumming
10th floor, OISE (Curriculum)

The Centre is currently undertaking a number of formal research and development projects, including work related to second-language curriculum, materials development and evaluation, second-language teaching and learning, heritage language issues, and the preparation of teacher in-service units. The Centre houses a resource library for second-language pedagogy and international languages, with dissemination and consultation services on language teaching and related research.

Comparative, International, and Development Education Centre

Head: Joseph P. Farrell
7th floor, OISE (Adult Education)

The mandate of this Centre, formally established in 1989, is to coordinate, consolidate, and expand OISE's work in comparative, international, and development education through research, field services (both in Canada and in developing nations), and graduate teaching. OISE staff and students engage in a significant amount of international and comparative work in their own specialities (over a third of OISE faculty have had substantial international experience) and the amount of such work is increasing. Part of the Centre's mandate is to further such international work, and to organize information regarding the international work of OISE staff and students and make it available to all members of the OISE community and the Ontario education community generally. For information regarding the already existing graduate studies opportunities in this area within OISE, see the "Interdisciplinary Focuses" section for Comparative, International, and Development Education and the specialization with the same title listed in the Department of Adult Education.

Centre for Franco-Ontarian Studies

Head: Normand Labrie
6th floor, OISE (Curriculum, Sociology in Education)

The CFOS conducts research relating to the specific needs of the French-speaking students and educators of Ontario. Current projects focus on curriculum and sociological/anthropological aspects of Franco-Ontarian education, particularly on critical pedagogy, multilingualism and social difference, cooperative learning, language planning, and policy issues. In addition, the CFOS provides direct services to schools and boards, publishes an information bulletin *(info créfo)*, and houses a resource centre.

Centre de recherches en éducation franco-ontarienne

Directeur : Normand Labrie
6e étage, IEPO (Départements de curriculum et de sociologie en éducation)

Le CREFO effectue des recherches qui répondent tant aux besoins particuliers des étudiantes et étudiants qu'à ceux des enseignantes et enseignants francophones de l'Ontario. Les recherches portent surtout sur le curriculum et l'aspect sociologique/anthropologique de l'éducation franco-ontarienne, plus particulièrement sur la pédagogie critique, le plurilinguisme et les différences sociales, l'apprentissage coopératif, les relations école/communauté et les questions ayant trait à l'aménagement et aux politiques linguistiques. De plus, le CREFO, avec son centre de documentation, offre des services aux écoles et aux conseils scolaires et publie un bulletin d'information, l'*info créfo*.

Centre for Applied Cognitive Science

Acting Head: David Olson
9th floor, OISE (Applied Psychology, Curriculum/Computer Applications)

Through a number of research and development projects the CACS explores cognitive processing in a variety of content domains and is characterized by attempts to integrate contributions from a number of fields, including psychology, linguistics, philosophy, computer science, and educational and clinical practice. CACS is also involved in the development of instructional approaches based on cognitive theory and computer technology. The Centre hosts a seminar series and a number of regular research seminars/group meetings, devoted to particular topics, in which students are invited to participate. There is an interdepartmental program in graduate studies available in Applied Cognitive Science (see section "Interdepartmental Specializations").

Centre for Women's Studies in Education

Head: Dorothy E. Smith
Coordinator: Paula Bourne
11th floor, OISE

The Centre conducts, promotes, and distributes research in women's studies. Projects currently participating in this work are: the Women's Educational Resources Centre; the periodical *Resources for Feminist Research/Documentation sur la recherche féministe*; the Canadian Women's Periodical Indexing Group; Canadian Women's History; Women and Non-Traditional Occupations; Sexual Harassment Resources for Elementary Schools; and A Feminist Critique of Schooling. Students may participate in all projects as graduate assistants or as volunteers. The CWSE also welcomes visiting scholars and educators who are working in women's studies and consults with educators outside the Institute in this and related areas. Speaker series, including the Popular Feminism series, feature speakers from inside and outside the Institute, and lunch-bag seminars feature OISE students' and researchers' work in progress. The Centre's annual Newsletter provides information about activities within and outside the Institute. A listing of OISE's feminist courses is available from the Centre Secretary, as is a listing of CWSE Publications. For further information regarding graduate studies in the area, see Women's Studies/Feminist Studies in the "Interdepartmental Specializations" section and the Department of Sociology in Education section under Focus on Feminist Studies and Gender Relations.

Upon acceptance to an OISE department, students are encouraged to write the Centre Coordinator, indicating their departmental affiliation and outlining relevant research interests and work, volunteer, and activist experiences.

STUDENT SERVICES AND FACILITIES

THE R. W. B. JACKSON LIBRARY

The Institute Library houses a collection of 850,103 items specializing in education, with growing strength in related social sciences and humanities. Included are extensive reference materials, some 2390 serial titles, and complete microfiche holdings of the ERIC and ONTERIS document series. Reference staff are prepared to acquaint students with broad aspects of service, and to advise them regarding sources of information for particular projects, including new information sources and new online information services on CD-ROM products. Students should plan to devote some time to becoming aware of the range and potential of these for their work. Interlibrary loan service provides access to library materials not held in central Toronto locations.

The Library includes a variety of instructional resource materials ranging from preschool to adult levels, in print and multimedia formats. The Microcomputer Service provides a room for the use of CD-ROM products, microcomputers, and educational and other software as an extension of curricular materials. Individual and class consultation is provided to users of the curriculum resource (CR) materials.

Audiovisual materials are varied and extensive: they include films, filmstrips, and audio- and videotapes, which are used in courses and seminars. Films may be booked at Circulation for preview as well as for class use.

Circulation Services, the Library's database, and ONTERIS are available on "Eloise," the Library's integrated online system. Eloise also provides access to other library catalogues around the world as well as to general Internet resources. Eloise is accessible to anyone outside the Institute who has a microcomputer/terminal and a modem. Some holdings do not appear in the online catalogue—for example, the Paulo Freire Resource Collection and the J. Roby Kidd Collection.

The following CD-ROMs are available on a local area network for computer searching: SOCIOFILE, Education Index, Dissertation Abstracts, A-V Online, PsycLIT, ERIC, International ERIC, LLBA (Linguistics and Language Behavior Abstracts), ONTERIS.

Individual carrels on the mezzanine floor are reserved for use of OISE students, who should apply for them at the Circulation Desk. Open carrels on the first and second floors are available to all Library users. In-library copying is provided with coin-operated photocopiers and microfilm/fiche reader-printers. Copy cards are also available for photocopiers.

Guides to general and special services and parts of the collection are issued and updated periodically. Special orientation for particular topics, aspects of the collection, and services may be arranged through the course instructor and the librarian responsible for orientation. The Circulation staff are available to explain loan, renewal, and reserve procedures.

The resources of the University of Toronto Library are also available to graduate students registered in Education. Graduate-level materials are generally housed in the Robarts Library, with the exception of those housed in special campus collections. Students wishing to use campus holdings should check hours of service and access/borrowing policies at the Reference Desk in the OISE Library. The OISE Library has access to UTLINK, the University of Toronto's online catalogue.

SPECIAL SERVICES FOR STUDENTS WITH DISABILITIES

OISE is committed to making its facilities accessible to students with disabilities. A Special Services Office has been established and is staffed by a half-time Coordinator who is available to assist people with disabilities in making applications to OISE. The Coordinator also arranges with faculty for the types of accommodations that students need in their classes and in their programs. Advocacy and counselling are available through the office. Some of the services offered include arranging for accessible classroom locations, arranging for special academic needs, providing assistive computer technology, arranging for note-takers and interpreters, and organizing referrals for other needs.

The office is located in room 12-211 (telephone 926-4727; TDD 924-4881). The Coordinator can be contacted by phone or TDD, or by letter to: Services for Students with Disabilities, Room 12-211, OISE.

ACADEMIC COMPUTING SERVICES

A wide range of facilities is available to staff and students to meet their needs for learning about computers and for carrying out computing work. The most important applications of the academic computing resources are:
—Word processing for reports, papers, theses, etc., and publication production, graphics, and design;
—Communication and access to information resources within OISE and around the province and the world;
—Statistical analysis of research data, experimentation with statistical methods, and analysis of textual and qualitative data;
—Learning about and experimenting with educational applications of computers, for schools, for OISE, for adults.

The OISE computer systems are linked as the domain "oise.on.ca" to Onet, the Ontario branch of Internet, which is the worldwide network of computer networks, providing communications, remote access to computing facilities, and information exchange for research and education. OISE's Gopher server ("gopher.oise.on.ca") is accessible within OISE and from anywhere on the Internet; it provides information about OISE and about educational and research resources at OISE and on the network. Further research data are available from an anonymous Ftp server ("ftp.oise.on.ca").

The Computing Services Group operates OISE's central academic computing resource. This includes a Sun Sparc-20 computer, named "tortoise," that runs the Unix operating system and is used as the primary communications hub for electronic mail and computer conferencing, for storage of research data and access to statistical programs (SPSS, SAS, etc.), and for access to high-speed laser printers. Connected to "tortoise" is a growing network of Ethernet-linked Sun, Macintosh, and IBM workstations used for instruction and research.

More than 500 terminals and microcomputers (IBM compatibles and Macintoshes) are located around the Institute—in academic departments, in centres, and in three central microcomputer areas used as classrooms, laboratories, and workrooms. These machines are used for data analysis, graphics, text processing, and communication via the central computing facility. All connected terminals and microcomputers can also access the OISE Library computer, Eloise. The Internet allows access to thousands of other academic library catalogues and databases. The OISE Library can be reached on the Internet by logging in as "eloise" by Telnet to "eloise.oise.on.ca".

Short non-credit courses in the elements of computing, online communication, text editing and text formatting, and microcomputers are offered.

OISE PRESS

OISE Press is a major Canadian publisher of educational books and kits. Publications of the press are distributed through the bookstore on the second floor and through Scholarly Book Services (tel.: 533-5490). Within the Institute, the Press provides production, editing, design, and typesetting advice on a chargeback basis.

THE CAREER CENTRE

The Career Centre of the University of Toronto at the Koffler Student Services Centre, 214 College Street (tel.: 978-8000), provides career planning and employment-related services to students and recent graduates on an individual or group basis. Career planning courses and seminars to assist students in the job-hunt process are offered regularly. Students are invited to spend time in the Centre's library, which contains general career and specific employer information. Summer, part-time, and permanent employment opportunities are advertised at the Centre.

Another activity of the Centre is the Graduate Dossier Service, designed to assist students completing doctoral degrees and seeking academic appointments at colleges and universities. The service responds to requests for credentials by duplicating and assembling the curriculum vitae, academic transcripts, and confidential letters of reference from the dossier on file at the Centre.

ACCOMMODATION AND COST OF LIVING

Toronto offers an assortment of student accommodation, ranging from campus residences to off-campus apartments. Where you live will depend on availability, your preference, and, of course, your budget. The following figures represent the approximate costs for a single student living in Toronto for twelve months in 1994/95, excluding housing and tuition:

Clothing—$1000
Food—$4000
Books—$750
Health insurance for international students—$550
Miscellaneous—$3500

The University Housing Service in the Koffler Student Services Centre maintains listings of available rooms and apartments advertised by city landlords and by students seeking others to join them; the office also serves as a year-round source of up-to-date residence information:

University of Toronto Housing Service
Koffler Student Services Centre
214 College Street
Toronto, Ontario M5T 1R2
Telephone: 978-8045
Fax: (416) 978-1616

FAMILY HOUSING

Unfurnished university apartments for full-time students. Priority is given to student families. ("Family" refers to students residing with their dependent children and to childless couples in a permanent relationship.) There are long waiting lists for apartment spaces; however, you may submit an application for Family Housing before you have been given an offer of admission to the university. Contact the Coordinator of Family Housing at the University of Toronto Housing Service (see address above; telephone 978-8049) to receive an information/application package. The current rents per month are $397 (bachelor), $491 to $533 (one bedroom), and $650 (two bedrooms).

RESIDENCES

The following residences are all on or adjacent to the university campus. Applications should be requested from and returned to the appropriate offices listed below. Students should not delay their residence application by waiting for academic admission. The latter does not guarantee a place in residence.

St. George Graduate Student
Residence (Warden)
321 Bloor Street West
Toronto, Ontario M5S 1S5
Telephone: 978-4885

Single accommodation for approximately 245 male and female graduate/postbaccalaureate students. Facilities in between those of a conventional residence and an apartment building.

Massey College
4 Devonshire Place
Toronto, Ontario M5S 2E1
Telephone: 978-2891

For male and female graduate students. Applications must be made by May 1. Meals are included.

Campus Co-operative Residence
Inc.
395 Huron Street
Toronto, Ontario M5S 2G5
Telephone: 979-2161

A non-profit, student-owned and -operated organization providing affordable housing and meals to full-time students (graduate and undergraduate) in 30 houses near the university.

Tartu College
310 Bloor Street West
Toronto, Ontario M5S 1W4
Telephone: 925-9405

Single accommodation for male and female graduate and undergraduate full-time students. Cooking facilities are provided.

Centre for Christian Studies
77 Charles Street West
Toronto, Ontario M5S 1K5
Telephone: 923-1168

Single accommodation for male and female graduate and undergraduate full-time students. Cooking facilities are provided.

Ewart College
156 St. George Street
Toronto, Ontario M5S 2G1
Telephone: 979-2501

Single accommodation for male and female graduate students. Air-conditioned; meals are provided.

On average, the cost of residence, with meals, will range from $575 to $700 per month. Residences providing cooking facilities but no meal plan will cost approximately $350 per month.

OFF-CAMPUS HOUSING

Students who rent off-campus can use the lists of advertisements displayed in the Koffler Student Services Centre to locate accommodation to meet their needs. The Centre will, upon request, mail a list of hotels and guest houses so that students can book a place to stay when they arrive and while they look for long-term housing.

For the Winter Session, many students rent their long-term housing from August 1 or October 1, avoiding the competition for September 1 occupancy. Housing is usually advertised about three weeks in advance of its availability. Rooms off-campus generally cost \$300–\$375 a month. Private apartments usually cost \$400–\$500, \$550–\$700, or \$750–\$950 a month for a bachelor, a one-bedroom, or a two-bedroom unit respectively.

HARASSMENT PREVENTION POLICY

The OISE Harassment Policy and Procedures prohibits both overt and subtle forms of harassment towards any member of the OISE community. While sexual harassment is most widely known, one can be harassed on the basis of race, ethnic origin, disability, gender, sexual orientation, religion, etc. Harassment is often defined as "a vexatious comment or other behavior verbal or physical, which is directed at an individual (or group) by another person or group who know, or ought reasonably to know, that this is unwelcome."

Any concerns, questions, or complaints regarding harassment should be directed to the Harassment Prevention Advisor, Room 12-212 (tel.: 923-6641, ext. 2434). All inquiries will be kept strictly confidential.

HEALTH SERVICES

Medical and psychiatric services are available at the University Health Services, Koffler Student Services Centre, 214 College Street (Medical Clinic—978-8030; Psychiatric Division—978-8070). The Medical Clinic and Psychiatric Division are open between 9:00 a.m. and 5:00 p.m. Monday through Friday. The Medical Clinic is open until 7:00 p.m. on Wednesday evenings. Note that the sports injury services are now under the Department of Athletics and Recreation (978-7376).

All students need health insurance coverage—for example, OHIP, other provincial plans, CIDA, Commonwealth, UHIP, or other private insurance plan. Students with no health insurance are responsible for health care costs of visits, lab work, etc. The University Health Insurance Plan (UHIP) is compulsory for international students.

HART HOUSE

All University of Toronto students are members of Hart House. Membership covers a wide variety of activities including concerts, debates, poetry readings, and art exhibitions. Students are welcome to use the many rooms as well as the Farm in the Caledon Hills. Coeducational unstructured recreational athletics take place in the North Wing. Please telephone 978-4411 for information on recreation activities, fitness testing, and lockers. Hart House is open 7:00 a.m. to midnight every day of the year. Food services are available.

DAYCARE

Kidspace Inc. Day Care is a non-profit centre that provides child care for staff, students, and faculty at OISE. Kidspace is licensed to care for a maximum of 24 children between the ages of two-and-a-half and five. The children are cared for by four qualified teachers who provide group and individual activities designed to promote gross and fine motor skills, language development, cognitive skills, and social and emotional growth. Kidspace is open Monday to Friday from 8:00 a.m. to

6:00 p.m. Part-time care is available. Fee subsidies are available but must be applied for to the Metro Toronto Children's Services Department. Kidspace is on the ground floor of OISE, opposite the auditorium. For more information, drop in or telephone 926-4702.

GRADUATE STUDENTS' ASSOCIATION

The Graduate Students' Association (GSA) of OISE is the official student government at the Institute and is affiliated with the Graduate Students' Union of the University of Toronto. All OISE students, both full- and part-time, are members of the GSA. It is an advocacy group that lobbies on behalf of students in any and all social, cultural, and political events of interest to students. The GSA promotes and coordinates activities of students in the various departments and decision-making bodies of the Institute.

OISE students have full access to student services and facilities provided by the University of Toronto. Services include the Athletic Centre, Legal Aid, and Ombudsperson as well as Hart House, the Career Centre, Health Services, and the International Student Centre (see below).

INTERNATIONAL STUDENTS

A special effort is made to welcome students from abroad and to meet their special needs. On the one hand, the Canadian student benefits greatly from the opportunity to work, formally and informally, with educators from other countries. On the other, we consider it an honor and obligation, in a world so rapidly decreasing in size, to make our resources available insofar as we can to students who plan to return to their own countries on completion of their studies. Major essays or other individual projects constitute an important part of each course. Wherever possible, international students are encouraged to select topics that will permit them to explore systematically the possible implications that the concepts under discussion have for their home situation. As well, within the Comparative, International, and Development Education focus, a number of courses are offered that deal specifically with education in non-Canadian societies.

INTERNATIONAL STUDENT CENTRE

All members of the University are invited to take part in the programs of the ISC. Services include reception of incoming international students and orientation events, ongoing assistance with a variety of non-academic concerns (immigration, health insurance, tax, etc.), English conversation classes and writing tutorials, counselling and assistance with problems arising from cultural difference, and information about work or study opportunities abroad. Further information will be sent with the offer of admission.

Specific questions may be addressed to:
Elizabeth Paterson, Director
International Student Centre
33 St. George Street
Toronto, Ontario M5S 2E3

Questions of an academic nature should be directed to Gaye Fuller in the Office of Graduate Studies, OISE.

INTERNATIONAL STUDENTS' ASSOCIATION

OISE's International Students' Association (ISA) arranges "buddies" for incoming students from abroad, holds an orientation meeting and monthly luncheon meetings for academic exchange, and looks into the specific needs of the international students. The ISA is represented on the GSA General Council.

GENERAL REQUIREMENTS FOR ADMISSION AND DEGREES

All graduate degree programs are subject to the regulations of the University of Toronto School of Graduate Studies, which are outlined in detail in the Calendar of the School of Graduate Studies. What follows is an outline of the general requirements for the various graduate degree programs as they apply in the Graduate Department of Education. While the general requirements for each degree program are in this section, it should be noted that individual OISE departments within the Graduate Department of Education may have additional requirements. It should also be pointed out that the requirements set forth are minimal; the candidate will be required to undertake whatever additional studies the Graduate Department of Education considers necessary. Further, the Graduate Department of Education cannot undertake to recommend for admission to the School of Graduate Studies every applicant who meets the minimal requirements.

A bachelor's degree or other first degree does not necessarily confer eligibility for graduate admission within the Graduate Department of Education at the University of Toronto. The University reserves the right to determine whether or not credentials of degree-granting institutions in Ontario meet the standards for admission to University of Toronto programs. The equivalence of foreign degrees is determined by consideration of the total length of program of study (primary through university) as well as the academic standing and content of postsecondary study and its relevance to the proposed area of graduate study.

Applicants who hold professional degrees only, and who wish to pursue graduate programs in Education, must be prepared for the possibility of taking some academic makeup courses at the undergraduate level before being eligible for consideration for admission to graduate study.

Applicants who graduated five or more years ago without achieving sufficiently high standing in the undergraduate degree for admission to the School of Graduate Studies as degree candidates may be considered for admission if a department wishes to recommend it. Such applicants must present substantial evidence that they have done significant intellectual work and/or made a significant professional contribution. This contribution and its impact must be detailed and documented (e.g., publications, curriculum materials and usage data, policy reports) and presented as part of the application.

Note: There are two master's programs, each with its distinct design and orientation: M.A. candidacy and M.Ed. candidacy are *not* interchangeable. Similarly, the two doctoral programs, Ph.D. and Ed.D., are distinct in design and orientation. It is therefore most important for the applicant to give serious consideration to the choice of program. Only in exceptional cases will a request for transfer between the two master's or the two doctoral programs be considered. Such a request would have to be made to the Office of Graduate Studies early in the student's degree candidacy and have the support of the student's home department.

MASTER OF EDUCATION

This degree is designed chiefly for the professional improvement of men and women who are already engaged in a career related to education. For many candidates it will represent a terminal point of formal graduate study, though some may subsequently proceed to study at the doctoral level after satisfying additional requirements.

ADMISSION REQUIREMENTS

(a) An appropriate three- or four-year University of Toronto bachelor's degree, or its equivalent from a recognized university, completed with standing equivalent to a University of Toronto mid-B or better in the final year. If the specialization of the bachelor's degree is not offered at the University of Toronto, it will be necessary to submit course descriptions of all academically oriented courses that are not clearly defined on the transcript, in order to establish this equivalence. An applicant whose undergraduate degree is equivalent to a University of Toronto degree but has been pursued on a part-time basis is evaluated on the five most recent and most senior academic full courses or their equivalent. Any relevant study beyond the undergraduate degree and undertaken at a recognized university must be completed with mid-B standing also.

Depending on the makeup of the degree, and the student's intended field of specialization at the master's level, some additional study may be required either within the degree program or prior to admission. In exceptional circumstances an applicant who has graduated five or more years ago without achieving sufficiently high standing may be considered for admission if a case can be made to demonstrate a major professional contribution. Such applicants must provide evidence of academic ability and intellectual achievement and evidence of contributions to the field of education. Documentation describing specific impact in the field (e.g., publications, curriculum materials and usage data, policy reports), along with reference letters, must be part of the application.

(b) A year of professional education for teaching, or the equivalent in pedagogical content, is helpful.

(c) At least one year of relevant successful professional experience.

(d) See "Application for Admission" section for application procedures.

PROGRAM OF STUDY

At the time of application each applicant must specify the intended OISE department of specialization and one of three possible options (see section (a) below). All three options are not offered in any one OISE department (see the OISE department of specialization for details of available options).

Upon admission the student will be assigned to a faculty advisor who will assist in blocking out an appropriate program of study.

While a student may change the home department en route to the degree, such change may result in a lengthened program.

The general requirements for the M.Ed. degree are as follows:

(a) Three different options are available to students wishing to obtain an M.Ed. degree, although not all three are available in each department.

Option I. Coursework only option—ten half-courses plus a comprehensive examination/requirement;

Option II. Research Project option—eight half-courses plus a research project or a major research paper;
Option III. Thesis option—six half-courses plus a thesis.
Departmental specialization within the M.Ed. degree program requires a minimum of half the courses to be taken in the home department unless otherwise stated in the departmental section of this Bulletin. Where appropriate to a student's program, a full course in some other graduate department of the University of Toronto may be included as two of the half-courses.

(b) Full-time study, though desirable, is not required (except in the M.Ed. program in Counselling Psychology (B) within Applied Psychology). Option I, the Coursework only option, if pursued on a full-time basis, cannot be completed in less than two Summer Sessions and the intervening Winter Session. Option II, the Research Project option, if pursued on a full-time basis, cannot be completed in less than one Winter Session and one Summer Session. Option III, the Thesis option, if pursued on a full-time basis, cannot be completed in less than one Winter Session. Fully employed part-time students should refer to the note on courseload limits (pages 13, 14).

(c) If a candidate does not complete requirements for the degree within six calendar years from acceptance to candidacy, the candidacy will terminate.

(d) Applicants who have credit for graduate courses in education beyond what is required for admission as an M.Ed. candidate may be granted credit for up to two half-courses in their M.Ed. program, provided those courses were not credited toward another degree, diploma, certificate, or other qualification. Similarly, it is possible in the individual case, with the prior approval of the student's faculty advisor and the Office of Graduate Studies, to plan an M.Ed. program so that the equivalent of up to two half-courses of the required work may be taken at another university. Such courses must constitute at least the same proportion of the master's program at that university as one or two half-courses do here.

(e) Courses taken in a previous graduate program and credited to a degree program at OISE will not reduce the total program fee required.

(f) Candidates must apply to graduate either by using the student telephone service or by completing and returning an Application to Graduate card obtained from the Office of Graduate Studies, OISE. Those completing their program (including the comprehensive or the research requirement) in the session indicated below must make such application by the date shown:

Summer Session completion—July 5
Winter Session Fall completion—October 15
Winter Session Spring completion—February 15

Candidates completing their degree program in the summer will receive their diploma at the November convocation ceremony. Candidates completing in the fall will have the option of receiving their diploma through the mail in March, since there is not a ceremony at that time, or of receiving their diploma at the convocation ceremony in June. Candidates completing in the spring will receive their diploma at the June convocation ceremony; *please note* that the completion of all degree requirements must be communicated to the Graduate Studies Office by April 23.

(g) A candidate who has completed all the course components for the degree but has not completed the other requirements must register and pay the designated fee each year until all such requirements are met.

MASTER OF EDUCATION FOR SPECIAL PURPOSES

It is anticipated that most M.Ed. candidates will be enrolled in one of the OISE departments. The professional interests and needs of some students, however, may not correspond to the purposes and plans of study of any of the departmental programs. Such students may, in effect, be seeking a highly individualized program of planned graduate study in education.

Such persons may apply for admission to candidacy for the M.Ed. for Special Purposes. They will be required to name an OISE department in which their interests mainly lie, and will be assigned to an appropriate faculty advisor with whom they will work out a suitable program in terms of the options offered in the home department.

To provide some measure of concentration, if not specialization, three half-courses ordinarily will be drawn from the home department. Students, with their advisor, will be free to organize a highly individualized program suited to their particular needs and interests. (See "Interdisciplinary Focuses.")

MASTER OF ARTS

This degree is designed to provide academic study and research training related to fields of professional specialization in education. Students who anticipate going on to further study at the Ph.D. level are advised to apply for enrolment in an M.A. program rather than an M.Ed. program.

M.A. degree programs in the OISE departments of Applied Psychology (except in the School Psychology Division, where some programs are longer), History and Philosophy of Education, and Sociology in Education are one-year programs comprising six half-courses after a four-year undergraduate degree in the same cognate area of specialization.

M.A. degree programs in Adult Education, Curriculum, Educational Administration, and Higher Education are generally one-year programs comprising eight half-courses after a four-year undergraduate degree in a relevant discipline or professional program. Applicants to the Computer Applications and Measurement and Evaluation programs in the Department of Curriculum with certain four-year undergraduate backgrounds (such as computer science or psychology) may be considered for one-year programs comprising six half-courses.

ADMISSION REQUIREMENTS

The requirements for admission to a one-year M.A. program are:

(a) Normally, an appropriate four-year University of Toronto bachelor's degree, or its equivalent from a recognized university, completed with standing equivalent to a University of Toronto mid-B or better in the final year. (See the "Admission Requirements" section of individual departments for programs that require specified undergraduate disciplines and a higher standing for admission.) If the specialization of the bachelor's degree is not offered at the University of Toronto, it will be necessary to submit course descriptions of all academically oriented courses that are not clearly defined on the transcript, in order to establish this equivalence. An applicant whose undergraduate degree is equivalent to a University of Toronto degree but has been pursued on a part-time basis is evaluated on the five most recent and most senior full academic courses or their equivalent. Any relevant study beyond the undergraduate degree and undertaken at a recognized university must be completed with mid-B standing also. In exceptional circumstances an applicant who has graduated five or more years ago without sufficiently high standing may be considered for admission if a case can be made to demonstrate a major professional contribution. Such applicants must provide evidence of academic ability and intellectual achievement and evidence of contributions to the field of education. Documentation describing specific impact in the field (e.g., publications, curriculum materials and usage data, policy reports), along with at least three relevant letters of reference, must be part of the application.

In addition, a year of professional preparation for education, or the equivalent, and at least one year of relevant successful professional experience are highly appropriate and desirable qualifications for admission. In their absence, some additional coursework in education, or other orientation to professional education, may be required.

(b) Applicants with qualifications as above, except that their undergraduate degree is a University of Toronto three-year degree or equivalent, may be admitted to a two-year M.A. program in some fields. Additional study in the cognate discipline beyond the three-year undergraduate degree may be considered for possible reduction in the program length.

For those applicants who have a year of professional preparation for education, or the equivalent in pedagogical content, and at least one year of successful professional experience in education, the program would ordinarily consist of one and one-half years of study (ten half-courses).

(c) See "Application for Admission" section for application procedures.

PROGRAM OF STUDY

Each applicant must specify the intended OISE department at the time of application. Upon admission the student will be assigned to a faculty advisor for that particular field, who will assist in blocking out an appropriate program of study. While in some OISE departments additional requirements have been established, the general requirements for the M.A. in the Graduate Department of Education are as follows:

(a) A one-year program comprises at least six half-courses, selected in accordance with requirements in the home department. Where appropriate to a student's program, a full or half-course in some other graduate department of the University of Toronto may be included in the six half-course program.

(b) Students admitted to an extended M.A. program (one and one-half years) on the basis of either a three-year or a four-year undergraduate degree that does not embrace the specialization proposed at the graduate level, plus a year of professional education for teaching and successful professional experience, will ordinarily be required to complete at least ten half-courses. Such a program, if pursued on a full-time basis, would be spread over two summers and the intervening academic year.

(c) Students admitted to a two-year M.A. program on the basis of either a three-year or a four-year undergraduate degree that does not embrace the specialization proposed at the graduate level are required to complete twelve half-courses.

(d) A thesis. All M.A. candidates must have their thesis committees officially formed no later than:

—April 1 of the year following completion of their required residence or a year of full-time "in program" study; or

—upon the completion of two-thirds of their M.A. coursework for those who have undertaken their program on a part-time basis.

All students using human subjects in their thesis research must have their proposals reviewed by an Ethical Review Committee at OISE. Please consult the *OISE Guidelines for Theses and Orals* regarding thesis and ethical review procedures.

(e) In most departments it is possible to pursue an M.A. program on a part-time basis. One academic year of full-time resident study is required for some programs in the Department of Applied Psychology (two years in School and Child-Clinical Psychology).

(f) Candidates admitted to the one-year M.A. degree program (six or eight half-courses and a thesis) must complete satisfactorily all requirements within five years of the date of first enrolment in the program. All requirements for the extended M.A. degree program (ten or twelve half-courses and a thesis) must be completed satisfactorily within six years of the date of first enrolment in the degree program.

(g) Candidates who have credit for graduate courses at another university, beyond that required for admission to a one-year M.A. program, may be granted credit for up to two half-courses in their M.A. program, provided those graduate courses were not credited toward another degree. Such courses must constitute at least the same proportion of the master's program at that university as one or two half-courses do here. Such course credit, if granted, will not reduce the total program fee.

(h) Candidates who complete their courses and thesis at the same time should alert the Office of Graduate Studies, OISE, early in their final term to facilitate early grades, so that the deadline for recommendation for conferral of the degree at the next convocation can be met.

DOCTOR OF EDUCATION

The Doctor of Education degree program is designed to provide opportunities for more advanced study for those who are already engaged in a career related to education. The emphasis of the program is on the development of skills in the application of knowledge from theory and research findings to practical educational problems. The Ed.D. represents professional development at a high level in a particular field of education, pursued in depth. The average time to completion is approximately five years. For information on the availability of programs in various areas of specialization, see the appropriate departmental sections of this Bulletin.

ADMISSION REQUIREMENTS

(a) A University of Toronto M.Ed. or M.A. in Education, or its equivalent from a recognized university, in the same area of specialization proposed at the doctoral level, completed with standing equivalent to a University of Toronto B+ or better in master's courses. (See the "Admission Requirements" section of individual departments for programs that require higher standing for admission.) Further documentation may be required to establish equivalence.

(b) Appropriate letters of reference commenting on scholarly achievement and promise and on professional performance and promise.

(c) A personal interview whenever possible. As the program is intended primarily for experienced professionals in the Ontario educational system, it is anticipated that an interview will be conducted.

(d) Ordinarily, one year of professional preparation for education.

(e) Successful professional experience in education, or in a relevant field.

(f) Evidence of ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigorous manner. Examples of such evidence include a high-quality

Project Report, a Qualifying Research Paper (QRP), or a master's thesis. Should a Qualifying Research Paper be required, please consult the *OISE Guidelines for the QRP*.

(g) Any additional requirements as may be deemed appropriate for admission to particular specializations within the Ed.D. program. Such requirements are outlined in the departmental sections of this Bulletin.

(h) See the "Application for Admission" section for application procedures.

PROGRAM OF STUDY

Each applicant must specify the intended OISE department at the time of application. Upon admission, the student will be assigned to a faculty advisor, who will assist in blocking out an appropriate program of study. While additional requirements have been established in some OISE departments, the general requirements for the Ed.D. in the Graduate Department of Education are as follows:

(a) Normally, a minimum of two consecutive Winter Session terms of full-time study: that is, a fall term followed by the spring term, or a spring term followed by the next fall term. (But see the Department of Educational Administration's Ed.D. Administrator Doctoral Program.)

(b) Eight half-courses are required for candidates who have an M.Ed. or M.A. degree in the same area of specialization, or the equivalent. Upon the recommendation of the home department, candidates commencing the degree program on a full-time basis could add any prerequisite courses to their program. Otherwise, prerequisite courses must be undertaken as a Special Student in the Graduate Department of Education. Graduate courses taken under other auspices before the Ed.D. candidacy cannot be credited toward the Ed.D. program.

Typically, the Winter Session full-time courseload would not be more than four half-courses, to permit the candidate to develop a thesis proposal in residence and, where required, to take the comprehensive examination. The remaining courses may be taken on a part-time basis. In some specializations it should be noted that the typical pattern of study involves enrolment on a part-time basis for the first two to four half-courses.

Please note that a minimum of four half-courses are required to be taken on campus in Toronto. An eight half-course Ed.D. program should include at least four half-courses with specialization in the home department except as otherwise stated in departmental program descriptions.

(c) Candidates in the following departments or specializations will be required to take a comprehensive examination during the program:

—Applied Psychology (Counselling Psychology (B)), Curriculum (including programs in Computer Applications and in Measurement and Evaluation), Educational Administration, and Higher Education, for those who commenced the Ed.D. program after July 1, 1986;

—Adult Education, for those who commenced the Ed.D. program after July 1, 1987;

—Applied Psychology (Early Childhood Education), for those who commenced the Ed.D. program after July 1, 1991.

—History and Philosophy of Education, for those who commenced the Ed.D. program after July 1, 1992.

Consult the specific department for details.

(d) A thesis embodying the results of original investigation conducted by the student under the direction of a thesis committee of the Graduate Department of Education. This thesis committee must be filed by April 1 of the year following the required residence. The thesis will report the results of a study, which might address theoretical issues applicable to professional concerns and practice, or which might focus directly on the exploitation of knowledge in order to study or influence aspects of educational practice. The thesis must conform to the tenets of scholarly writing in a rigorous style of presentation. All students using human subjects in their thesis research must have their thesis proposal reviewed by an Ethical Review Committee at OISE. Please consult the *OISE Guidelines for Theses and Orals* regarding thesis and ethical review procedures.

(e) A final oral examination on the content and implications of the thesis, to determine the adequacy of both the thesis and its defence by the candidate.

(f) All requirements for the Ed.D. must be completed within six calendar years of first enrolment as an Ed.D. candidate.

DOCTOR OF PHILOSOPHY

This degree is designed to provide opportunities for advanced study in the theoretical foundations of education, as well as in the application of such knowledge to educational practice. Regulations concerning the Ph.D. are detailed in the Calendar of the University of Toronto School of Graduate Studies. What follows is an expansion of those regulations as they apply in the Graduate Department of Education.

The Ph.D. represents a high level of scholarly achievement and research in a particular field of education, pursued in depth. For information on the programs of specialization, see the departmental sections of this Bulletin.

The Ph.D. requires two years of full-time study beyond the University of Toronto M.A. degree, or its equivalent, completed with high standing in the same field of specialization proposed at the doctoral level. However, in some cases admission to a three-year Ph.D. program may be approved for candidates who, although they hold a master's degree, are changing fields of specialization or require further preparatory work. The average time to completion is approximately five years.

ADMISSION REQUIREMENTS

(a) A University of Toronto M.A. in Education, or its equivalent from a recognized university, in the same area of specialization proposed at the doctoral level, completed with standing equivalent to a University of Toronto B+ or better in master's courses. (See the "Admission Requirements" section of individual departments for programs that require higher standing for admission.)
A student in an M.A. program in the Graduate Department of Education who has been offered admission to a Ph.D. program conditional upon completion of the master's program may be a dual registrant for only one term in both programs under the conditions stipulated in the section "Dual Registration for M.A. and Ph.D. Candidates" on page 15.

(b) Holders of master's degrees other than the OISE M.A. in the same area of specialization as proposed at the doctoral level must submit further evidence of scholarly proficiency satisfactory to the Graduate Department of Education and to the admission committee in the OISE department. Ordinarily this will include reports on the master's thesis and/or other research work and publications, and recommendations from persons in a position to judge the applicant's scholarly and professional potential.
If a submitted thesis or research project does not meet the OISE department's requirements, a project known as the Qualifying Research Paper (QRP) must be completed satisfactorily

before doctoral admission. Please consult the *OISE Guidelines for the QRP*.

(c) A holder of the University of Toronto M.Ed. degree with high standing may be admitted to Ph.D. candidacy. Depending on the previous degrees held and the candidate's intended area of specialization at the doctoral level, some additional coursework and/or a research paper may be required. Since the M.Ed. degree does not necessarily include a thesis or a research project, the OISE department may require a Qualifying Research Paper (QRP), which must be completed before doctoral admission. Please consult the *OISE Guidelines for the QRP*.

(d) See "Application for Admission" section for application procedures.

PROGRAM OF STUDY

Each applicant must declare the intended OISE department at the time of application. Upon admission, the student will be assigned to a faculty advisor, who will assist in planning an appropriate program of study. While additional requirements have been established in some OISE departments, the general requirements for the Ph.D. in the Graduate Department of Education are as follows:

(a) Two academic years of full-time resident study beyond an appropriate University of Toronto M.A. in Education or its equivalent, to be undertaken at the beginning of the program. It is the firm expectation that these two years will be consecutive. A request to interrupt these two years after completion of one year would have to be made in writing, outlining the reasons for the request, to the Office of Graduate Studies, OISE. It should be noted that if the request is granted, the length of degree candidacy would not be increased. Such interruption is granted only under exceptional circumstances and for a maximum of one year. Please note that all course deadlines pertain to the rules of the year in which the student was last fully enrolled; being granted a leave does not relieve the student of responsibility for meeting the appropriate deadlines for courses previously undertaken.

(b) A study of a special subject, termed the major, to be undertaken mostly in the OISE home department. The number of courses in a Ph.D. degree program, as outlined in the student's letter of acceptance, is determined by the total university academic background and its relevance to the proposed specialization. Normally a student accepted to a six half-course Ph.D. program following a master's degree in exactly the same specialization as at the doctoral level would be expected to undertake at least four half-courses in the home department. Typically when more than six new half-courses are required in a program, it is because the master's degree lacks equivalence to that in the particular specialization to which the student has been accepted. Thus the additional courses should normally be taken within the OISE home department. The remaining courses can be taken in any graduate department of the University of Toronto, provided they are approved by the faculty advisor.

(c) One minor subject comprising two half-courses or equivalent, which may be taken in another graduate department of the University of Toronto. At the time of outlining the course program, an umbrella title must be provided if a minor is composed of two half-courses from two different departments.

(d) Comprehensive examinations. Candidates will be required to take a comprehensive examination during the program. Consult the home department for details.

(e) A thesis embodying the results of original investigation conducted by the student under the direction of a thesis committee of the Graduate Department of Education. The thesis must constitute a significant contribution to the knowledge of the field of study. The precise title must be submitted at the beginning of October of the final year of required residence to the Office of Graduate Studies, OISE, which in turn submits it to the School of Graduate Studies by October 4. If this action has not been taken by the required date, that academic year cannot be counted for residence credit. Students must file their thesis commitee by April 1 of their final year of required residence. All students using human subjects in their thesis research must have their thesis proposal reviewed by an Ethical Review Committee at OISE. Please consult the *OISE Guidelines for Theses and Orals* regarding thesis and ethical review procedures.

(f) A University of Toronto final oral examination on the content and implications of the thesis, to determine the adequacy of both the thesis and its defence by the candidate.

(g) Where necessary, the thesis committee may require a language skill for the purpose of research in a particular area, or the knowledge of statistics and the use of computers. There may or may not be formal testing of these skills; in any event, the quality of the completed thesis will reflect their successful acquisition.

(h) All requirements for the two-year Ph.D. program must be completed within six years of first enrolment. All requirements for a three-year Ph.D. program must be completed within seven years of first enrolment.

SPECIAL STUDENTS

An applicant accepted as a Special Student–Full Time must have completed an appropriate University of Toronto four-year bachelor's degree, or its equivalent from a recognized university. The applicant must have attained an average grade in the final year (or over senior courses) equivalent to mid-B or better.

An applicant accepted as a Special Student–Part Time must hold a degree from a recognized university. If the degree was attained with less than mid-B standing, the applicant may not apply for admission to a degree program at a later date.

Courses taken as a Special Student cannot be counted for credit in a subsequent degree program at the University of Toronto.

FEES AND FINANCIAL SUPPORT

FEES

In order for students to be registered, all fees including incidental fees must be paid. Payment must be accompanied by a fees invoice and must be made as specified on the fees invoice: through a bank, in Canadian funds, payable to the University of Toronto.

Fees are subject to change by the Governing Council, University of Toronto.

ACADEMIC FEES STRUCTURE

A review of the structure of academic programs and terminology is under way.

Because the course of study in many graduate departments is unstructured and often cannot be described in terms of a specific number of courses, and because graduate education more often than not results from the sum of experiences encountered during the program, Graduate School fees are assessed on a program basis rather than on the number of courses taken. The fee charged for the Winter Session also covers the Summer Session, except for part-time Special Students and for certain degree students (see "Summer Session Students," page 42).

All academic programs specify a minimum period of registration defined as the shortest length of time a student must be registered in that program on a full-time basis in order to qualify for the degree. The minimum period of registration is stated on the student's letter of acceptance. For part-time students, this period establishes the minimum degree fee they must pay. Upon completion of this time period, a full-time student is expected to continue to register annually until all degree requirements have been completed. Master's students proceeding to their degree on a part-time basis register in those sessions in which they are completing course requirements for the degree. When all course requirements have been completed, they must register annually until all other requirements have been fulfilled.

DEGREE FEES

The program length (or minimum period of registration) of the degree to which applicants are admitted predetermines the minimum total academic fee that they must pay prior to graduation; this fee is called the "degree fee."

At the time of graduation, the cumulative program fees paid by a master's student are calculated, and if the total is less than the degree fee, the student must pay the difference. This additional fee is most commonly charged to part-time degree students who take a heavy courseload during the Winter Session and/or take courses in the Summer Session. Full-time students who accelerate their programs and finish the degree requirements in less time than the program length cannot pay less than the fees for the program length outlined on their letter of acceptance. No degree student may pay less than a 1-year full program fee.

At the time of publication of this Bulletin the fees schedule for 1995/96 is not available. It must be anticipated, however, that fees will increase. The 1995/96 Schedule of Fees will be published in May 1995.

In the 1994/95 academic year the 1-year full program fee was $2797 for Canadian citizens and permanent residents (international students, $12,842). The calculation of fees applicable to each program is as shown below for planning purposes.

M.Ed. Degree Candidates

The minimum program fee is equivalent to a 1.5-year full program fee assessed for the academic year in which the program is commenced (i.e., one and one-half times the 1-year full program fee) including the preceding summer. Most students will normally *not* have paid the minimum program fee and will, therefore, be charged a balance degree fee at the time of graduation. The balance is calculated on the individual student's pattern of study.

The M.Ed. program in Applied Psychology with specialization in Counselling Psychology (B) has required residence, which necessitates the payment of full-time fees.

M.A. Degree Candidates

The minimum program fee for either a six or eight half-course program is equivalent to a 1-year full program fee. The ten half-course minimum program fee is equivalent to a 1.5-year full program fee. The twelve half-course minimum program fee is equivalent to a 2-year full program fee.

Ed.D. Degree Candidates

Fees will be assessed according to the pattern of registration. However, a 1-year full program fee must be paid in the year in which the residence requirements are undertaken.

Ph.D. Degree Candidates

The minimum program fee is equivalent to a 1-year full program fee for each year of required residence.

Special Students

Full-time Special Students pay the full academic fee per annum (plus incidental fees), which is equivalent to a 1-year full program fee. Special Students who enrol on a part-time basis pay for each half-course (plus incidental fees). In the 1994/95 academic year the fee for a half-course was $419.50 (international students, $1926.25).

CONTINUITY OF REGISTRATION

M.Ed., M.A., Ed.D., and Ph.D. candidates who have completed the required residence (where applicable), but who have not completed other requirements for the degree, must re-register each year and pay the designated fee. If they do not, the degree candidacy may lapse.

Full-time M.Ed. and M.A. candidates in programs not requiring residence who have completed their minimum period of registration, and part-time M.Ed. and M.A. candidates who have completed the coursework designated for their program but have not completed all the requirements for the degree, must re-register and pay the designated fee in each subsequent year until the degree requirements have been completed.

INTERNATIONAL STUDENT FEES

In accordance with the recommendations of the Ontario government students who are not Canadian citizens or permanent residents will be charged the higher fee unless exempted on the basis of status in Canada. (For detailed information on status contact Canadian Immigration authorities.)

All prospective international students will be required to have a student authorization, from a Canadian Immigration Office abroad, before they present themselves for admission to Canada. No visitor will be allowed to apply for student status from within Canada.

In order to obtain a student authorization for study in Toronto, immigration officials abroad require that applicants provide evidence of sufficient financial resources to support themselves during the period of study. (Estimated cost of maintenance for twelve months is between $14,000 and $17,000 plus tuition fees. To determine living expenses for accompanying dependants, add approximately $7200 to $9000 for one dependant and approximately $1200 for each additional dependant.)

The University Health Insurance Plan (UHIP) is compulsory for international students. It is one of the non-academic fees charged. In 1994/95 the cost for twelve months was $535.68 for a single student, $1071.36 for a family of two, and $1695.60 for a family of three or more.

FEES/CONVOCATION

Degree requirements for all students must be completed and fees must be paid before the appropriate dates (see Academic Calendar) for eligibility to convocate. Diplomas and transcripts will not be issued if students have not paid in full university housing dues, library fines, bookstore debts, or health service charges. At the time of convocation such students will, however, be allowed to participate in the ceremony and have their names appear on the convocation program.

M.Ed. students must apply to graduate either by using the student telephone service or by submitting an Application to Graduate card (see page 32).

SUMMER SESSION STUDENTS

In the 1994 Summer Session the fee was $419.50 (international students, $1926.25) plus incidental fees. Students commencing a degree program in the summer will pay the Summer Session fee. This is in addition to the Winter Session fees charged in September.

Students in the Administrator Doctoral Program fulfilling the residence requirement during the Spring/Summer Session will be assessed fees equal to half the 1-year full program fee.

LATE PAYMENT FEE

A late payment fee of $43 plus $5 for each day of delay to a maximum of $93 will be assessed against any student registered in the Winter Session whose fees are not received at the Fees Department by the dates to be announced in the registration material that will be sent to the student.

MINIMUM PAYMENT

The minimum payment of fees (for other than those registering for only one term) consists of 60% of the academic fee and 100% of incidental fees. The due date for minimum payment will be announced in the registration material sent to students in July. The balance of the required fees may be paid at any time but is due by January 15 without further notice and is subject to a service charge.

SERVICE CHARGES

All outstanding fees, regardless of the source of payment, are subject to a service charge first assessed on October 15. In the 1994/95 academic year the service charge was 1.5% per month, compounded.

REBATE OF FEES

Rebate of fees, if any, will be determined by the date of receipt of a written notice of withdrawal in the Office of

Graduate Studies. There is a minimum charge for withdrawals on or after the published date for the first day of classes in the Winter Session. In the 1994/95 academic year the minimum charge was $100.

STUDENT FINANCIAL SUPPORT

Unless stated otherwise, all values listed in this section relate to the 1994/95 academic year. Applicants should be aware that the value of an OISE scholarship or graduate assistantship is not sufficient to cover tuition and living expenses. International applicants in particular should note that they will not be accepted without some form of financial support.

OISE GRADUATE ASSISTANTSHIPS

To support programs of full-time graduate study, the Institute offers financial assistance in the form of Graduate Assistantships having a work requirement involving educational research. The Institute welcomes applications from women, native peoples, racial minorities, and persons with disabilities. Graduate Assistants at OISE are represented by the Canadian Union of Educational Workers, Local 7 (located on the 8th floor, Suite 8-104, telephone 926-4728). Applications will be considered on the basis of the applicant's ability to assist in research and field development activities. Departmental recruitment needs and seniority in the bargaining unit will be considered on an equal basis. All new applicants to a full-time degree or diploma program are eligible to apply. Current students continuing in the same degree or diploma program should refer to the information on the application form regarding eligibility requirements. From September 1994 to April 1995 a Graduate Assistantship has a value of $8000 (plus 4% vacation pay). The value of the assistantship is determined each year.

It is important to note that an OISE Graduate Assistantship is for the specified amount and *does not cover payment of fees*. Payment of fees is the responsibility of the student, who should be in a financial position to fulfil this obligation at the beginning of the academic year.

For application forms, write to Admissions, Office of Graduate Studies, OISE. Completed applications must be received in the Office of Graduate Studies before January 15, 1995.

OISE SCHOLARSHIPS

The OISE Scholarships are awarded on the basis of academic merit. Candidates are nominated by each of the OISE departments within the Graduate Department of Education. Those eligible to be considered for OISE Scholarships are: (1) new full-time applicants to a degree program; (2) part-time degree students who will be beginning their first year of required residence in the September or January next following the time of recommendation for scholarships; (3) full-time degree students who have begun but not completed, at the time of recommendation, their first term of full-time study. Scholarship holders must be registered as full-time students in one of the four degree programs in the Graduate Department of Education.

Scholarships for the 1994/95 academic year were offered in the amount of $10,000 over a twelve-month period. It is anticipated that OISE Scholarships will have at least the same value in the 1995/96 academic year. Scholarships, subject to satisfactory performance, are ordinarily renewable for the length of required residence in the program.

Scholarship recipients cannot concurrently hold an OISE Graduate Assistantship or a major award with a value of $2000 or more per academic term.

It is important to note that an OISE Scholarship is for the specified amount. Payment of fees is the responsibility of the scholarship holder.

CLIFFORD C. PITT SCHOLARSHIP

The Ontario Institute for Studies in Education established the Clifford C. Pitt Scholarship to provide a measure of recognition for the many contributions Dr. Pitt made as the Institute's second Director. The scholarship will be awarded annually to an Ed.D. student for the period of required residence. Candidates are nominated by each of the OISE departments within the Graduate Department of Education on the basis of academic merit and potential for creative contribution to applied problems. The value of the scholarship for the 1994/95 academic year was $11,000. It is anticipated that the scholarship will have at least the same value in the 1995/96 academic year. Payment of fees is the responsibility of the scholarship holder.

THE BERNARD J. SHAPIRO SCHOLARSHIP

The Institute established this scholarship to provide a measure of recognition for the many contributions Dr. Shapiro made as Director of the Institute. The scholarship will be awarded annually to a doctoral student for the period of required academic residence. Candidates will be nominated by each of the OISE departments within the Graduate Department of Education on the basis of academic merit and the potential for significant research and scholarly contribution to the field of study. The value of the scholarship for the 1994/95 academic year was $11,000. It is anticipated that the scholarship will have at least the same value in the 1995/96 academic year. Payment of fees is the responsibility of the scholarship holder.

OISE SCHOLARSHIP FOR ABORIGINAL STUDENTS

The scholarship, with a value of $11,000, will be awarded annually to an aboriginal student who will be registered on a full-time basis in a degree program in the Graduate Department of Education (OISE), University of Toronto. Aboriginal candidates (Inuit, Native, Status Indian, Non-Status Indian, Aboriginal Members of First Nations, or Métis) who are new applicants to a degree program or current students continuing in the same degree program are eligible to apply. The recipient will be selected on the basis of academic merit and previous and intended contribution to his/her community. Preference will be given to new applicants to a degree program. Application forms must be received in the OISE Office of Graduate Studies by January 15, 1995.

ONTARIO TEACHERS' FEDERATION 50TH ANNIVERSARY SCHOLARSHIP

The Institute established this scholarship in recognition of the Ontario Teachers' Federation's 50th anniversary. With a value of $11,000, it will be awarded annually to a doctoral student who is a practising educator. The successful candidate will be selected from the nominees for the Clifford C. Pitt and Bernard J. Shapiro scholarships.

RAPP SCHOLARSHIP

This scholarship was established in recognition of the contribution of the Rapp family to the Institute. The scholarship, with a value of $11,000, will be awarded annually for the period of one year to the highest-ranking student who applied for, but was not awarded, a Social Sciences and Humanities Research Council doctoral fellowship. Payment of fees is the responsibility of the scholarship holder.

Application forms for the following three fellowships (Hetty Chu, Margaret Hambly, and Wilfred Wees) are available in November from the Office of Graduate Studies, OISE, and must be submitted by January 15 to the Registrar in that Office along with an outline of the applicant's financial position (as well as all supporting documentation for application for admission).

THE HETTY C. CHU MEMORIAL FUND

The Hetty C. Chu Memorial Fund was established in honor of Hetty Chu, an OISE alumna, by her family. The purpose of the fund is to establish a fellowship for full-time students of OISE with demonstrated potential and promise of service to the educational, or related, field. The fellowship has a value of $800 per academic year. A statement pertaining to past contribution to the educational or related field must accompany the application. A person may be considered for and awarded the fellowship for more than one academic year.

At the time of application, a candidate must be:

(a) a resident in Canada, preferably in Ontario, twenty-five years of age or over;
(b) a holder of a bachelor's degree from a recognized/accredited university and acceptable under OISE's admission policy;
(c) in full-time paid employment for at least two continuous years prior to enrolment at OISE; and
(d) in need of financial assistance.

MARGARET I. HAMBLY MEMORIAL FUND

The Ontario Institute for Studies in Education has established the Margaret I. Hambly Fund in memory of the Institute's first Registrar. The fund is intended primarily for persons over thirty-five years of age who are residents of Canada and are returning to continue their studies after being out of the work force for a number of years. Funds will be available to both full-time and part-time students. Criteria for the award will be firstly demonstrated potential and promise of service to the educational community and secondly financial need. A statement pertaining to past contribution to education must accompany the application.

WILFRED RUSK WEES FELLOWSHIP

The Wilfred Rusk Wees Fellowship was established in honor of Wilfred Wees, an OISE faculty member, by his wife. The fellowship has a value of $1500 per academic year. In order to qualify for consideration an applicant must plan to study on a full-time basis, read Dr. Wees's thesis entitled "The Effect of the Form of Presentation on the Form of Reproduction of Prose Passages," and submit a 2500-word essay on the thesis. The thesis is available from both the OISE R. W. B. Jackson Library and the Robarts Library at the University of Toronto. The essay must be submitted to the Registrar, Office of Graduate Studies, by February 15.

In keeping with OISE's commitment to unfettered scholarship and to combating all forms of discrimination, applicants are encouraged to attend to the sociological and historical contexts in which Dr. Wees's thesis was submitted and accepted by the University of Toronto in the 1930s. Applicants are also encouraged to submit essays that consider the development of our understanding of the origins, functions, and implications of racism in education, should this aspect of the thesis prove of interest to them. The fellowship will be awarded on the basis of academic merit, financial need, and the quality of the essay.

CHRISTOPHER PARKER MEMORIAL FUND

The fund was established through a foundation at OISE to provide a one-time grant to support full-time students with disabilities, to enable them to coninue their studies when financial emergencies occur. Under the terms of the fund, preference is given, but not limited to, students with hearing impairments and students in the field of special education. Application forms are available from the Office of Graduate Studies. Applications will be considered as they are received.

LOUIS J. ZUKER, Q.C., AND PEARL H. ZUKER MEMORIAL FUND

This fund has been established by Judge Marvin A. Zuker in memory of his parents to help an international student, registered on a full-time basis at OISE, with an emergency financial need. The sum of $800 will be awarded each academic year in January. Candidates are nominated by each of the OISE departments within the Graduate Department of Education. Nominations are limited to one per OISE department and must be accompanied with a brief description of the emergency need.

BURSARY ASSISTANCE

OISE Bursaries are available, on the basis of need, to full-time students who are registered in a degree program in the Graduate Department of Education and whose continuation in that program is in jeopardy for financial reasons. In extraordinary circumstances, part-time degree students who meet the need criteria for a bursary may be eligible for bursary assistance. Special Students are not eligible. The bursary is not considered to be a source of long-term funding for a student's program, but is intended to be a bridge for a temporary lack of funds. First-year students are normally not eligible for consideration until the second Winter Session term. Students with scholarship support or who are eligible for OSAP are normally not eligible for bursary funding. Application is through the OISE department.

ONTARIO GRADUATE SCHOLARSHIP PROGRAM

Ontario Graduate Scholarships are available to students with a high level of academic achievement. A Scholar receives $3953 per term. Awards will be for two or three consecutive terms. Awards are intended primarily for Canadian citizens and permanent residents. Preference is given to Ontario residents.

Application forms are available as follows:

(a) For students currently enrolled in a graduate program: their OISE home department.

(b) For prospective full-time students:

Ontario Graduate Scholarship Program
Student Support Branch
Ministry of Education and Training
189 Red River Road—4th floor
P.O. Box 4500
Thunder Bay, Ontario P7B 6G9

The deadline for submitting applications for the following academic year is October.

SOCIAL SCIENCES AND HUMANITIES RESEARCH COUNCIL OF CANADA DOCTORAL FELLOWSHIPS

Awards offered by the Social Sciences and Humanities Research Council of Canada are available to Canadian citizens or permanent residents of Canada living in the country at the time of application. Among these are doctoral fellowships, which in 1994/95 had a value of $14,436.

Application forms are available as follows:

(a) For students currently enrolled in a graduate program: their OISE home department. Closing date is usually late October for the following academic year, but it will be announced by the home department in the fall.

(b) For prospective full-time students:

Fellowships Division
Social Sciences and Humanities Research Council of Canada
P.O. Box 1610
Ottawa, Ontario K1P 6G4

Closing date is October 15 for the following academic year.

FEDERATION OF WOMEN TEACHERS' ASSOCIATIONS OF ONTARIO SCHOLARSHIPS

The Federation of Women Teachers' Associations of Ontario offers three scholarships of $7500 each for doctoral study in education. The first, the Ruby Kinkead Memorial Doctoral Scholarship, is awarded for doctoral study at the University of Toronto. The second, the L. Dorothy Martin Doctoral Scholarship, is for doctoral study in education at any university of the candidate's choice. The third, the Florence I. Henderson Doctoral Scholarship, is for doctoral study in education at any accredited Canadian university. Applicants must be members of the Federation of Women Teachers' Associations of Ontario.

In addition, the following scholarships are available: the Shirley Stokes Scholarship of $5000 for postgraduate work in women's studies; and the Joan Sneddon Scholarship of $5000, for study at the master's level in education or some other subject area.

Further details and application forms are available from:

Executive Director, FWTAO
1260 Bay Street
Toronto, Ontario M5R 2B8.

Forms must be submitted by May 1.

ONTARIO ENGLISH CATHOLIC TEACHERS' ASSOCIATION SCHOLARSHIPS AND FELLOWSHIPS—$7000

The Ontario English Catholic Teachers' Association offers three scholarships for graduate study in the amount of $7000 each. It also offers three fellowships for Religious Studies in the amount of $7000 each (graduate or undergraduate). These awards are available to statutory or voluntary members in good standing with the Association.

Further details and application forms are available from:

General Secretary, OECTA
65 St. Clair Avenue East
Toronto, Ontario M4T 2Y8

Forms must be submitted by April 1.

ONTARIO PUBLIC SCHOOL TEACHERS' FEDERATION SCHOLARSHIPS

The Ontario Public School Teachers' Federation offers the Win Davies Memorial Scholarship, which provides up to $15,000 payable over a two-year period to an OPSTF member pursuing full-time studies leading to a Ph.D. degree in educational studies, or up to $7500 within a one-year period to a member pursuing full-time studies leading to an Ed.D. degree in educational studies.

The Dr. R. L. Lamb Scholarship pays up to $7500 to an OPSTF member pursuing full-time studies leading to an Ed.D. degree in educational studies.

The OPSTF Golden Anniversary Awards provide financial assistance to OPSTF members pursuing graduate studies in education at the master's or doctoral level. The amount of these awards varies from year to year.

For more information and application forms, contact:

OPSTF Awards Committee
1260 Bay Street
Toronto, Ontario M5R 2B7

Closing date for application is January 31, 1994 (midnight postmark).

ONTARIO SECONDARY SCHOOL TEACHERS' FEDERATION—SCHOLARSHIPS AND AWARDS

These awards, totalling $26,900, include the Brick Robb Memorial Scholarship for Educational Research, the Dr. S. G. B. Robinson Travelling Fellowship, the S. Hunter Henry Memorial Award, and the Ansley Memorial Award. The last two are granted only to OSSTF members. The Brick Robb may be granted to members of any OTF affiliate, and the Robinson to members of any CTF member organization.

Further details and application forms are available from:

Scholarship Committee, OSSTF
60 Mobile Drive
Toronto, Ontario M4A 2P3

Applications must be submitted by January 31.

THE WILLIAM PAKENHAM FELLOWSHIPS: TWO AWARDS—$5000 EACH

Recipients of these awards must pursue full-time study in education in the Winter Session in which they hold the award at the University of Toronto, or at some other university approved by the Faculty of Education, University of Toronto. Applicants must be residents of Ontario, holding a bachelor's degree and a teacher's certificate valid in a Canadian province, and must submit a record of professional experience and evidence of ability to make a contribution to education in Canada as a result of further work.

An application form may be obtained from:

Registrar, Faculty of Education
University of Toronto
371 Bloor Street West
Toronto, Ontario M5S 2R7

Completed applications must be received by March 15.

THE SOROPTIMIST FOUNDATION OF CANADA

The Soroptimist Foundation of Canada annually offers several $5000 grants to female students to assist them with university studies that will qualify them for careers serving people by improving the quality of their lives. (As an example, but not limited to the following: providing medical services; providing legal counselling and assistance; serving women by counselling mature women entering or re-entering the labor market; providing counselling for battered women; administrative positions in women's centres; counselling and training women for nontraditional employment.) An applicant, to be eligible, must be:

(a) a female and a Canadian citizen or permanent resident;
(b) registered in a graduate program of studies in an accredited university and pursuing a course of studies that will lead directly to a career of service to people generally;
(c) intending to spend a minimum of two years in such a career in Canada.

Application forms are available from the Office of Graduate Studies, OISE, and must be submitted by January 31, 1995, to the address indicated on the application form.

NAOMI GRIGG FELLOWSHIP FOR POSTGRADUATE STUDIES IN GERONTOLOGY

The Soroptimist International of Toronto provides for a fellowship with a maximum value of $7500 to be awarded to a student enrolled full-time in a graduate program in an area of study related to gerontology. (As an example, but not limited to the following: health care, housing, and social, legal, psychological, and recreational services.)

An applicant, to be eligible, must be:
(a) a Canadian citizen or permanent resident, and a resident of Ontario, who can demonstrate need;
(b) registered in an accredited postgraduate degree program and specializing in an area of study related to gerontology;
(c) an individual who has shown through his/her work a demonstrated involvement in the field of gerontology for a period of not less than four years and a commitment to this area of study;
(d) intending to spend a minimum of two years after the time of study working in this field in Canada.
Application forms are available from the Office of Graduate Studies, OISE, and must be submitted before March 31 to the address indicated on the application form.

EMERGENCY STUDENT LOANS

Full-time students in need of financial assistance may apply for an OISE Emergency Student Loan. Consideration will be given only to applicants who face critical financial situations of an emergency nature. Applicants must demonstrate that the need was unanticipated and there is no other reasonable recourse. Contact Margaret Brennan in the Office of Graduate Studies, OISE, for more information. Part-time students should apply to the OISE Alumni Association Emergency Fund. Application forms are available in the OISE department.

Please note: Notices are posted outside the Office of Graduate Studies (11th floor lounge) pertaining to awards other than those listed here. In addition, a Graduate Awards Database system is available in the R. W. B. Jackson Library, OISE.

COURSES OF INSTRUCTION

Courses of instruction are numbered according to the OISE department with which they are primarily identified. In most instances the first two digits in the course number designate the department; e.g., the 11 in 1125 and the 31 in 3124 refer to the Department of Adult Education. (See the table of contents of this Bulletin for the number key.) Normally the initial digit 1 indicates a master's-level course and 3 a doctoral-level course. The exceptions are courses beginning with a 4 or a 5, which constitute the Adaptive Instruction specialization in the Department of Applied Psychology and the Department of Curriculum at the master's and doctoral levels.

Since OISE represents the University of Toronto Graduate Department of Education, all courses carry the identifier EDT before the course number on the record system.

Most courses are offered as half-courses, shown by an H following the course number. Full courses are identified by a Y after the course number.

COURSE DEFINITIONS

Six half-courses ordinarily constitute a full-time program in the Winter Session (typically three in each term). Each half-course normally meets for thirteen sessions of two and one-half hours or for twelve sessions of three hours. A full course normally meets for two terms. Two half-courses constitute a full-time program in Summer Session; each half-course normally meets for six hours a week.

INDIVIDUAL READING AND RESEARCH COURSES

When an individual reading and research course is undertaken for graduate credit it must be supervised and evaluated by a member of the graduate faculty. A course description and a rationale explaining the relevance of the course to the individual degree program must be submitted and approved by the student's department of specialization and then placed on file in the Office of Graduate Studies. The form must be in the Office of Graduate Studies by September 5 for first term and full year courses, by December 15 for second term courses, and by June 15 for Summer Session courses. Further, the student is required to have frequent consultation, in person, with the faculty member giving the course. The student therefore must be on campus or at least in close proximity so that frequent meetings, ideally once a week, can occur.

DEADLINES FOR COURSE CHANGES AND COURSE COMPLETION

The deadline beyond which a course cannot be added is October 6 for first term courses and courses running all year and January 19 for second term courses. November 3 is the last day to withdraw without academic penalty for first term courses and February 23 for second term courses and courses running all year. July 15 is the deadline for dropping or adding courses in the Summer Session. After these dates no changes can be made. Should a student not continue in the course, the course itself will remain on the record (transcript) with a WDR (Withdrawal). Should a student continue in the course but not complete the requirements for the course, it will remain on the record (transcript) and a grade of Incomplete or Failure will be assigned. If a student has incomplete courses, others must be added to fulfil the degree requirements.

The following grade submission dates are mandatory. They represent the dates the grades are due in the Office of Graduate Studies. Please note that sufficient time must be allowed for the instructor to grade the paper in order to comply with these dates. The deadline for submission of papers will therefore be determined by the instructor.
First Term: Grades for first term courses are due by January 19. May 17 is the final date for SDF designations to be replaced by a grade or an FZ.
Second Term: Grades for second term courses and for full and half-courses running all year are due by May 17. September 30 is the final date for SDF designations to be replaced by a grade or an FZ.
Summer Session: Summer Session course grades are due by September 30. January 19 is the final date for SDF designations to be replaced by a grade or an FZ.
Only in very rare circumstances would an appeal for an extension beyond the final deadline dates be considered. (See Student Appeals, page 16.)

It must be emphasized that throughout a degree program at OISE the responsibility rests with the student to ensure that the Office of Graduate Studies is notified by the appropriate dates of any changes in courses and of any other relevant information concerning the program.

First term grades will be mailed to students in mid-February. Second term and full year course grades will be mailed to students in mid-June. Summer Session grades will be mailed toward the end of October.

GRADING SYSTEM

The grading practices of the Graduate Department of Education fall within the general framework of the University of Toronto School of Graduate Studies (SGS) grading system, and have the following features:
(a) The grading system has a primary classification of A, B, and FZ, which have the following meanings:
—A: original work, very well organized and expressed, sound critical evaluations, clear command of techniques and principles of the discipline, etc.
—B: good grasp of the topics, accurate knowledge, some evidence of critical evaluation, ability to synthesize and to discriminate relevant issues, etc.
—FZ: glaring inaccuracy and confusion, little or no grasp of techniques and principles, trivial and irrelevant treatment of topics; in general, a failure to demonstrate the minimal knowledge and skills for effective work in the discipline.
(b) The instructor is asked to make secondary distinctions within the first two classes, A and B, by using + and – to signify a grading within each class from high to low, and will assign a letter grade of A+, A, A–, B+, B, B–, or FZ.

A small number of Pass/Fail or Credit/No Credit (CR or NCR) courses are offered in the Graduate Department of Education. Such courses must have the prior approval of the Graduate Department of Education and the University of Toronto School of Graduate Studies before they can be offered in this manner. All students in such courses are graded as Pass or Fail (CR or NCR). No letter grades can be assigned.

The School of Graduate Studies defines the following non-grade course reports that may appear on transcripts:

INC—Incomplete: Assigned by the instructor or departmental review committee as a final report where coursework is not completed and where there are not grounds for assigning a failing grade. This is a final report. It carries no credit for the course and is not considered for averaging purposes.

IPR—In progress: Assigned by the instructor as the report for a course that is continued in a subsequent session or program. The final grade for the course will appear only once and only for the last enrolment. IPR carries no credit for the course and is not considered for averaging purposes.

NGA—No grade available: Assigned by the Associate Dean in the extraordinary case that a grade is not available for a student due to the failure of an instructor to submit a grade or report by the appropriate deadline. The instructor must replace this by a regular grade or by another non-grade course report as soon as possible. It carries no credit for the course and is not considered for averaging purposes.

SDF—Standing deferred: May be assigned by the departmental review committee (at OISE, the Degrees and Appeals Subcommittee) on the basis of incomplete coursework, upon an instructor's recommendation, for medical or similar reasons or, under exceptional circumstances, for academic reasons. Documentation concerning the circumstances must be attached to the instructor's original marks list when the SDF is first assigned. It must be replaced by a regular grade assigned by the instructor before the expiry of a specific extension period and, except in the most extenuating circumstances, no later than the SGS grade submission deadline following the original one for that course. The deadlines for submission of letter grades to replace SDF grade reports are as follows:

Summer Session courses—
January 19
First term courses—May 17
Full-year courses—September 29
Second term courses—September 29

Any SDF grades still outstanding after the above deadlines (or a new one established by the departmental review committee) will be changed to a failing grade. SDF carries no credit for the course and is not considered for averaging purposes.

WDR—Withdrawal without academic penalty: Assigned, when there are extenuating circumstances, by the departmental review committee upon approval of a student's request for a late withdrawal from a course. It carries no credit for the course and is not considered for averaging purposes.

XMP—Exemption: Granted on the basis of credit for work done elsewhere. It carries credit for the course but is not considered for averaging purposes.

Please note: An Incomplete or Failed course may be taken again, but a course resulting in a passing grade cannot be repeated.

GRADING PROCEDURES

(a) As early as possible in each course, and no later than the final date to enrol in courses, the instructor will make available to the class the methods by which student performance will be evaluated and the relative weight of these methods.

(b) After the methods of evaluation have been made known, the instructor may not change them or their relative weight without the consent of at least a simple majority of the students enrolled in the course.

(c) Commentary, appropriate in the instructor's judgment, on assessed work, other than final examinations, and time for discussion of it will be made available to students. Commentary, appropriate in the instructor's judgment, on final examinations and time for discussion of it will be made available to students at their request.

(d) The deadline for submission of papers will be determined by the instructor to allow for sufficient time to meet the University of Toronto School of Graduate Studies grade submission deadlines.

(e) Grades are to be determined on the basis of the instructor's best judgment according to the evaluation procedure established in the course. The assigning of grades is solely the instructor's prerogative and will not be based on any system of quotas.

(f) Should a dispute over an academic or procedural matter relating to a grade not be resolved through the recommended channel of discussions with the instructor and within the OISE department, the student may make an appeal to the OISE Degrees and Appeals Subcommittee, through the Office of Graduate Studies (see Student Appeals, page 16). Any student whose work is judged to be unsatisfactory by the Graduate Department of Education may be required to withdraw at any time.

TRAVAUX ET THÈSES EN FRANÇAIS

La plupart des cours qu'offre l'Institut d'études pédagogiques de l'Ontario sont en anglais. Cependant, les étudiantes et les étudiants qui le désirent pourront soumettre leurs travaux en français en prenant les dispositions nécessaires avec les professeures et professeurs dont les noms apparaissent ci-dessous. Nous recommandons aux étudiantes et étudiants de bien vouloir rencontrer leur(s) professeure(s) ou professeur(s) au préalable s'ils souhaitent remettre leurs travaux en français.

Department of Adult Education

B. J. Burnaby, S. H. Razack, A. M. Thomas, A. M. Tough, D. N. Wilson

Department of Applied Psychology

E. Geva, B. Schneider, L. Siegel, J. Wiener

Department of Curriculum

S. Churchill, A. Cumming, J. P. Cummins, G. Feuerverger, N. J. Frenette, D. Gérin-Lajoie, G. Hanna, M. B. Harley, N. Labrie, S. Lapkin, L. D. McLean, R. S. McLean, M. K. Swain

Higher Education Group

R. E. S. Hayhoe

Department of History and Philosophy of Education

A. Prentice

Department of Sociology in Education

G. E. Burns (Centre du Moyen-Nord/Nord-Est), M. Eichler, M. Heller, D. W. Livingstone, C. P. Olson

Voir la section «Interdisciplinary Focuses» pour une description des cours en français, sous la rubrique Études en français.

INTERDEPARTMENTAL SPECIALIZATIONS

Faculty in several departments are collaborating in the development of interdepartmental specializations to facilitate program selection and planning for students who wish to pursue studies in an area of specialization that involves two or more OISE departments. Participating faculty and departments are working toward establishing common courses and comprehensive requirements for these specializations. At this time the four interdepartmental specializations described in this section have been formally established.

Two further areas are in the process of being established as interdepartmental specializations: Comparative, International, and Development Education; and Critical Pedagogy and Cultural Studies. Participating faculty and relevant courses are listed in the following section, "Interdisciplinary Focuses."

Students must still apply to a specific department, but those interested in enrolling in an interdepartmental specialization should so indicate on their application form (B#3).

ADAPTIVE INSTRUCTION

The Department of Curriculum and the Department of Applied Psychology are offering a specialization in Adaptive Instruction. This specialization is concerned with how teaching and learning can be effective in the modern classroom. Factors that contribute to the diversity of students are considered, such as multicultural backgrounds, societal factors, learning and behavioral differences, and factors that impact on teachers and teaching, particularly in the core skills areas of reading and literacy.

For details and course descriptions, see the Adaptive Instruction section in the listings of these two departments.

APPLIED COGNITIVE SCIENCE

Applied Cognitive Science at OISE links faculty and students from diverse fields who share an interest in the rapidly developing field of cognitive science. Students can specialize in Applied Cognitive Science through master's and doctoral programs. Individualized programs are designed in consultation with cognitive science faculty in the OISE departments of Applied Psychology and Curriculum/Computer Applications. Student programs are coordinated by faculty in the Centre for Applied Cognitive Science and may consist of courses offered throughout OISE as well as courses offered by the broader cognitive science community of the University of Toronto, which includes members of the departments of Computer Science, Linguistics, Philosophy, and Psychology. Among the strengths of the Applied Cognitive Science specialization is the variety of programs, scholars, research laboratories, graduate seminars, interdisciplinary projects, and computing facilities to which it provides access.

Applied cognitive science is a research-oriented specialization, emphasizing an

apprenticeship approach. Accordingly, whether students plan an academic research career or a career in a more applied setting, they are encouraged to involve themselves in research programs of members of the Centre for Applied Cognitive Science. These research programs cover a wide range of efforts to improve education by extending scientific understanding of the human mind. Applied cognitive science is broadly conceived, encompassing the emotional and cultural as well as the more purely intellectual aspects of mental life.

Admission

Applicants must meet admission requirements of a participating department. They must indicate their interest in this specialization on their application form (B#3).

Requirements

Individual student programs must meet the requirements of both the home department and the Applied Cognitive Science specialization. Normally a careful selection of courses will satisfy this stipulation, without any additional courseload.

Master's degree students are required to take six courses, including:
(a) 1206 Proseminar in Cognition;
(b) 1226 Selected Problems in Educational Psychology;
(c) at least one of 1233 Cognition and Instruction and 1234 Foundations of Cognitive Science;
(d) one course in research methodology, to be determined in consultation with the faculty advisor.

Where required, doctoral students take comprehensive examinations, planned with a representative of the home department, so as to meet both departmental and Applied Cognitive Science requirements.

Faculty Advisors

Students will be advised by faculty from their home departments who are also participants in the Applied Cognitive Science interdepartmental specialization: Carl Bereiter, Esther Geva, Daniel Keating, Marc Lewis, Peter Lindsay, Keith Oatley, David Olson, Linda Siegel, Keith Stanovich (Applied Psychology); Alister Cumming, William Olivier, Marlene Scardamalia (Curriculum/Computer Applications). In selecting a thesis supervisor, however, students are not restricted to faculty from the home department.

Courses

Courses that may be counted toward a specialization in Applied Cognitive Science include: 1206, 1226, 1233, 1234, 1237, 3200, 3209, 3220, 3237, 3243, 3244, 3287, and 5283 (Applied Psychology); 1313 and 3502 (Curriculum/Computer Applications).

Other relevant courses, including courses from other departments in the university, may be counted toward requirements with approval of the faculty advisor and the Office of Graduate Studies.

TRANSFORMATIVE LEARNING

The Transformative Learning interdepartmental specialization involves faculty and students from several OISE departments who are taking an interdisciplinary approach to global ecological and social issues as they relate to education. In both master's and doctoral programs students can specialize in global issues while also registered in one of the following departments: Adult Education, Curriculum, History and Philosophy of Education, and Sociology in Education. The specialization is grounded in the assumption that the pressing global concerns of today cannot be understood through a conventional paradigm or through a single disciplinary approach. It integrates such areas as ecology, peace studies, anti-racist education, social justice issues, development studies, indigenous knowledge, native studies, religious studies, worldviews and ways of life, social economy, theory of democracy, adult education and social change, participatory research, popular education, feminism, reproductive technologies, alternative futures, international migration, multiculturalism, popular culture, and family change. Through the specialization its members have links with the Faculty of Environmental Studies at York University, the International Institute for Global Education at FEUT, the Nicaraguan Institute of Popular Education and Research (INIES), the Global Education Project of the Ontario Teachers' Federation, and a variety of community-based organizations.

Admission

Applicants must meet the admission requirements of a participating OISE department. (It is possible to apply to more than one department, rank ordering department preference on the application form.) Applicants must indicate their interest in the Transformative Learning specialization on the application form (B#3).

Requirements

Normally, half of a student's courses must be taken in the home department and half in the Transformative Learning specialization. Usually, because of overlap between departmental and specialization course offerings, it is possible to meet this requirement and still take courses elsewhere. Students can take more than the minimum required number of courses in their home department and in the specialization. In cases where the home department requires a comprehensive examination and major research paper or a thesis, these will as far as possible be conducted or supervised by faculty involved in the specialization.

Faculty Advisors

Students will be advised by faculty from their home department who are also participants in the Transformative Learning specialization: Budd Hall, Angela Miles, Jack Quarter, Sherene Razack, and Allen Tough (Adult Education); Derek Hodson, Jack Miller, Roger Simon, and Edmund Sullivan (Curriculum); Clive Beck, David Levine, Dieter Misgeld, and Harold Troper (History and Philosophy of Education); George Dei, Margrit Eichler, Roxana Ng, and Paul Olson (Sociology in Education).

A student's thesis supervisor need not be from the home department. However, at least one thesis committee member must be.

Courses

Courses that may be counted toward the specialization in Transformative Learning include: 1105, 1111, 1131, 1136, 1143, 1144, 1148, 3116, and 3119 (Adult Education); 1354, 1366, and 1386 (Curriculum); 1405, 1420, 1422, 1428, 1429, 1434, 1444, 1481, 1489, 3423, and 3428 (History and Philosophy of Education); 1900, 1903, 1917, 1941, 1947, 1948, 1954, 1979, and 3935 (Sociology in Education).

WOMEN'S STUDIES/FEMINIST STUDIES

Women's Studies/Feminist Studies at OISE involves faculty and students from a number of departments who share interests in this large and growing field of scholarship, activism, and research. Students can specialize in Women's Studies/Feminist Studies through master's and doctoral programs within the following OISE departments: Adult Education, Applied Psychology, History and Philosophy of Education, and Sociology in Education. The Women's Studies/Feminist Studies faculty in these departments may be consulted in the design of individualized programs of study, while the Centre for Women's Studies in Education coordinates these programs. Programs include courses in areas of women's/feminist studies, gender relations, and sex differences and similarities that are offered in each of the above departments as well as other OISE departments and other departments of the University of Toronto. The bases for this specialization include the large number of feminist scholars on the faculty, a variety of research projects, the many students working in the area, the Women's Educational Resource Centre, and the Centre for Women's Studies in Education, which has a strong and active research program.

Admission

Applicants must meet the admission requirements of a participating department. They must also indicate Women's Studies/Feminist Studies on their application forms (B#3). Students with undergraduate degrees or coursework in women's studies are especially strong applicants for this specialization.

Requirements

Individual student programs must meet the requirements of the home department. There are no specific required courses at either the master's or doctoral level. However, it is expected that the majority of the required departmental and extradepartmental courses will be in Women's Studies/Feminist Studies. Courses outside the department will be determined in consultation with the faculty advisor. Where required, doctoral students take comprehensive examinations planned by Women's Studies/Feminist Studies representatives of the student's home department so as to meet the degree requirements of the department and of the specialization.

Faculty Advisors

Students will be advised by faculty from their home department who are also participants in the Women's Studies/Feminist Studies interdepartmental specialization: Helen Lenskyj, Angela Miles, Sherene Razack, Kathleen Rockhill (Adult Education); Margaret Schneider (Applied Psychology); Johan Aitken (FEUT); Deanne Bogdan, Ruth Pierson, Alison Prentice (History and Philosophy of Education); Sandra Acker, Kari Dehli, Margrit Eichler, Roxana Ng, Dorothy Smith (Sociology in Education). In selecting a thesis supervisor, students are not restricted to faculty from their home departments. Students are advised to contact Helen Lenskyj (Adult Education), the Coordinator of the Women's Studies/Feminist Studies interdepartmental specialization, early in their program.

Courses

A complete listing of courses taught by feminist faculty and courses taught with a pro-feminist perspective is provided in a brochure available from the Centre for Women's Studies in Education.

INTERDISCIPLINARY FOCUSES

The term "focus" has been chosen as a relatively informal term to refer to interdisciplinary emphases in graduate studies at OISE that may help orient their studies toward a specific problem area. It must be emphasized that a focus does not constitute a program, and hence a student cannot enrol in a focus or obtain a degree in a focus. A student who participates in a focus must be enrolled in a departmental program, and must be receiving basic training in an educational discipline (or disciplines). However, applicants interested in one of these areas should so specify on the application form (B#3).

The focuses described here vary in breadth, detail, and availability of courses from year to year. It must be emphasized that they are intended to serve as guides to students' program planning in relation to their professional roles, interests, and long-term goals.

In the listings it is not indicated whether the courses mentioned are half-courses or full courses. For both course descriptions and credit weighting, it will be necessary to check with the departmental sections of this Bulletin.

COMPARATIVE, INTERNATIONAL, AND DEVELOPMENT EDUCATION

An integrated set of courses is available for students who wish to engage in a systematic study of comparative, international, and development education. The experience and interests of faculty involved in the focus permit students to study comparatively both formal and non-formal educational programs, for children and adults, as they occur in both developing and developed societies, from a variety of different theoretical perspectives. The common core is an interest in carefully studying learning, in whatever form, as it occurs in a variety of national and cultural settings, in order to better understand its sociocultural, economic, and political roles in any given society. Available courses are found in Adult Education, the Higher Education Group, and Sociology in Education. Academic coordination of the focus is in the Comparative, International, and Development Education Centre. Students interested in this area should consult the description in Adult Education and the course offerings in Higher Education and Sociology in Education, in their respective sections of this Bulletin, and address inquiries to the Centre.

CRITICAL PEDAGOGY AND CULTURAL STUDIES

This focus is concerned with how education (broadly construed) has fostered symbolic dominance (often in conjunction with physical and material oppression), and how such injustice might be transcended by a critical pedagogy. Substantive research interests include: the relevance, and social construction, of sexuality, gender, ethnicity/race, language, and class to social, educational, and communicative competencies and capacities; critical ethnography; analysis of cultural forms in writing, text, film, youth styles; the culture of the school; public alternative schools; progressive, libertarian, and radical critiques of schooling; the political economy of education; global peace and education; multiculturalism; comparative and Third World education; ideologies; education and the labor market; historical-sociological studies of state formation and moral regulation; teachers as workers; and development of critical teaching materials and strategies.

Faculty actively working in this focus are: Helen Lenskyj, Angela Miles, Jack Quarter, Sherene Razack, and Kathleen Rockhill (Adult Education); James Cummins, Diane Gérin-Lajoie, Robert Morgan, Roger Simon, and Edmund Sullivan (Curriculum); David Corson (Educational Administration); Malcolm Levin (History and Philosophy of Education); Sandra Acker, Kari Dehli, George Dei, Monica Heller, David Livingstone, Roxana Ng, and Paul Olson (Sociology in Education).

Interested students should review the courses offered by participating faculty and consult either Roger Simon or David Livingstone.

ÉTUDES EN FRANÇAIS

Le Département de curriculum, en collaboration avec le Centre de recherches en éducation franco-ontarienne, offre un programme multidisciplinaire de M.Ed. qui s'intitule «Études franco-ontariennes en éducation» et qui se donne entièrement en français par le biais de l'éducation à distance. Trois cours sont obligatoires. Il s'agit des cours 1300 «Fondements des programmes scolaires», 1900 «Introduction à la sociologie de l'éducation» et un cours de méthodes de recherche (quantitative ou qualitative). Quelques cours sont aussi offerts sur place à Toronto. Il est à noter que le programme à distance est ouvert également à la clientèle étudiante de Toronto.

Les étudiants doivent tenir compte des conditions d'admission en vigueur au Département de curriculum.

Pour de plus amples renseignements sur les cours de ce programme, veuillez consulter les sections «Department of Curriculum» et «Department of Sociology in Education». Pour tout renseignement, veuillez contacter le Bureau de la Coordonnatrice des programmes en français, au poste 2290, ou le Bureau des études supérieures de l'IEPO, au poste 2608.

LANGUAGE AND CRITICAL PEDAGOGY

Linguistic and cultural diversity has always characterized human societies and has played a central role in mediating power relations between dominant and subordinate groups. In the Canadian context, the suppression of the languages and cultures of Native and Inuit peoples, of francophone and immigrant minorities, and of the deaf has contributed substantially to problems of social inequality. Linguistic factors also intersect in complex ways with unequal relations of gender and class.

Students who are interested in exploring how language use and language learning interact with dimensions such as class, race, ethnicity, and gender in mediating power relations within education are encouraged to consult with the following faculty members: James Cummins, Robert Morgan, and Roger Simon (Curriculum); David Corson (Educational Administration); Monica Heller (Sociology in Education).

MULTICULTURAL EDUCATION

This focus recognizes the importance of

multicultural/multiracial populations that make up Ontario and Canada as a whole. Courses provide students with both seminar instruction and practical learning experiences in multicultural education. Faculty members involved include: Budd Hall (Adult Education); Peter Gamlin (Applied Psychology); Alister Cumming, James Cummins, Grace Feuerverger, and Birgit Harley (Curriculum); Harold Troper (History and Philosophy of Education); George Dei, Monica Heller, and Roxana Ng (Sociology in Education).

Courses include: 1128 and 3116 (Adult Education); 1203, 1213, 3221, and 3234 (Applied Psychology); 1317, 1334, 1335, 1336, 1337, 1380, and 3318 (Curriculum); 1428, 1429, and 3428 (History and Philosophy of Education); 1903, 1941, 1942, 1947, 1948, and 3903 (Sociology in Education)

Students from any OISE department may develop an emphasis in the area of multicultural education. Particular interests may be pursued through individual reading and research courses at OISE, in addition to the courses listed above, and through courses offered in other University of Toronto graduate departments, notably Sociology, History, and Anthropology. Faculty involved in this focus wish to point out that multicultural education may be approached from the point of view of a variety of disciplines—e.g., sociology, psychology, history, anthropology.

THE NATURE AND DEVELOPMENT OF LITERACY

Literacy is a term that denotes forms of competence and sociocultural relations important in understanding and participating in modern society. This focus is concerned with the forms of thinking and the forms of social action that literacy makes possible, and that make literacy possible, in school and societal settings.

Research interests include: literacy, language, and learning; literacy and the structure of competence; literacy and knowledge-building; literacy and political formations; assessment of literacy; the social contexts of adult literacy; culture, context, and second-language learning; literature and literacy; literate computer environments; literacy and gender; social literacies; and the sociocultural organization of literacy events.

Faculty involved in teaching and research include: Barbara Burnaby, James Draper, Budd Hall, and Kathleen Rockhill (Adult Education); Carl Bereiter, Esther Geva, David Olson, Linda Siegel, Keith Stanovich, and Dale Willows (Applied Psychology); Johan Aitken, David Booth, Alister Cumming, Leslie McLean, Robert Morgan, Marlene Scardamalia, and Gordon Wells (Curriculum); David Corson (Educational Administration); Deanne Bogdan (History and Philosophy of Education); Kari Dehli, James Heap, Monica Heller, and Dorothy Smith (Sociology in Education).

Courses of possible interest include: 1125 (Adult Education); 1285, 1286, 3209, 3220, 3286, 3287, 4271, 4275, 4292, and 4294 (Applied Psychology); 1310, 1311, 1313, 1315, 1326, 1327, 1381, 1386, 3313, 3314, and 3502 (Curriculum); 1045 (Educational Administration); 1462, 1484, 1485, and 3436 (History and Philosophy of Education); 1928, 1942, and 1996 (Sociology in Education).

For information about focus activities, contact David Olson), Gordon Wells, or James Heap.

FEUT/OISE JOINT CENTRE FOR TEACHER DEVELOPMENT

The Joint Centre for Teacher Development was created to foster cooperative endeavors in the area of teacher development among OISE, the Faculty of Education (FEUT), and the cognate departments of the University of Toronto.

The Centre offers a specialization in teacher development, engages in research and development projects, and facilitates pre-service and in-service activities. In addition, the Centre supports postdoctoral fellowships for outstanding scholars and encourages visiting professorships. Some of the Centre's current work concentrates on field-based pre-service education, professional socialization, and teachers as curriculum planners.

The graduate studies specialization is based on the following assumptions:

—Teaching is a reflective, inquiry-oriented activity.

—For teachers to understand what it means for a student to be educated, they need first to think of themselves as learners and to pursue an inquiry into their own education.

—Professional growth occurs on a career-long continuum of pre-service, induction, in-service, and advanced formal education.

—Individual improvement and school improvement are interconnected.

—The wider social and organizational contexts inform and are informed by the personal and collaborative experiences of teacher development.

Courses therefore emphasize reflection, inquiry, and improvement *of* and *in* practice. Teacher development integrates personal, collaborative, and organizational experiences in a lifelong pursuit of professional growth. Accordingly, students examine their own educational development, explore issues of gender and of cultural and linguistic diversity, plan and collaborate in action research, design and study programs and methods of induction and professional development, participate in curriculum and teacher development practica, apprentice as educational researchers, and initiate formal inquiries.

Participating faculty come from FEUT, OISE, and other University of Toronto graduate departments. Their teaching and research interests include such areas as women in education; curriculum development and implementation; career development; personal knowledge; narrative and story telling; research on teaching; gender; action research; language and professional learning; school improvement; collaborative cultures; and the contemplative practitioner. The faculty involved are: Patrick Allen, Michael Connelly, Grace Feuerverger, Gila Hanna, Lynne Hannay, Brent Kilbourn, Jack Miller, and Gordon Wells (Curriculum); Andrew Hargreaves and Kenneth Leithwood (Educational Administration); Dwight Boyd (History and Philosophy of

Education); Dorothy Smith (Sociology in Education); Johan Aitken, Steven Anderson, Mary Beattie, Patrick Diamond, and Dennis Thiessen (FEUT); Michael Fullan (FEUT and Sociology in Education); Russell Brown (Department of English, University of Toronto).

Students who wish to specialize in teacher development should apply through the Department of Curriculum, indicating clearly in their covering letter and on the application form (B#3) that they wish to be considered for admission to the Joint Centre for Teacher Development. Those who wish to apply through any other OISE department must first contact the chairperson of that department. For additional information, contact the Centre Director, Michael Connelly.

COURSE OFFERINGS BY DEPARTMENT

The courses of instruction offered through the various OISE departments are described in the following pages.

Since this Bulletin is published several months prior to commencement of the academic year, the exact scheduling of courses cannot be determined. All students should consult the most up-to-date schedule of courses.

Continuing students should note the deadline for pre-enrolment in courses, at which time an OISE schedule of courses is available. There are enrolment limits, as well as prerequisites, for certain courses, with the result that it is not always possible to grant admission to the course of first choice.

Faculty members listed are as of July 1, 1995.

Applicants may wish to consult the individual OISE department regarding faculty who may be on sabbatical leave during the coming academic year.

ADULT EDUCATION

Barbara J. Burnaby, Ph.D. (Toronto)
Professor, and Chairperson of the Department
(cross-cultural language and literacy; English as a second language; Aboriginal education; adult basic literacy)

Graduate Studies Academic Secretary:
Jack Quarter, Ph.D. (Toronto)
Professor, cross-appointed to Applied Psychology
(community psychology and community development; education programs for worker cooperatives, the workplace, and organizational democracy; labor education and unions)

Admission inquiries should be directed to:
Allen M. Tough, Ph.D. (Chicago)
Professor
(the long-term future of human civilization; fundamental priorities; teaching about global issues; intentional changes; self-planned learning projects)

William E. Alexander, Ph.D. (Syracuse)
Associate Professor, and Developing Human Resources Coordinator
(organization and group dynamics; program evaluation; research methods)

Clive M. Beck, Ph.D. (New England)
Professor, cross-appointed from History and Philosophy of Education

Lynn E. Davie, Ph.D. (Wisconsin)
Professor, cross-appointed from Curriculum

James A. Draper, Ph.D. (Wisconsin)
Associate Professor, cross-appointed to the Centre for South Asian Studies, University of Toronto
(cross-cultural, comparative, international studies; adult basic education and literacy; non-formal adult education; community development; Asian studies)

Joseph P. Farrell, Ph.D. (Syracuse)
Professor
(comparative and international education; planning education for social development, especially in developing countries; educational policy studies; evaluation of reform projects)

Budd L. Hall, Ph.D. (California at Los Angeles)
Professor
(adult education and global change; poetry and social movements; political economy of adult education; participatory research; peace education; role of non-governmental organizations in global change)

Marilyn Laiken, Ph.D. (Toronto)
Assistant Professor, and Developing Human Resources Coordinator
(organization renewal; change and conflict management; work team development and participative leadership; organizational learning; experiential and self-directed adult education)

Helen Lenskyj, Ph.D. (Toronto)
Associate Professor
(gender issues in sport; fitness and leisure; feminist pedagogy; health, sexuality, and sex education; feminist studies)

Angela R. Miles, Ph.D. (Toronto)
Professor
(community education, development, and change; women's studies as an aspect of adult learning; feminist theory/analysis; critical theory; social analysis of advanced industrial society)

Sherene H. Razack, Ph.D. (Toronto)
Associate Professor
(critical global and community issues; feminism; human rights; law; critical pedagogy; racism; education for social change; unions)

Kathleen Rockhill, Ph.D. (California at Berkeley)
Associate Professor
(qualitative approaches to research; language and ethnicity; feminist studies; critical theory)

Edmund V. Sullivan, Ph.D. (Syracuse)
Professor, cross-appointed from Curriculum

Alan M. Thomas, Ph.D. (Columbia)
Professor Emeritus
(the management of learning in society; politics and economics of adult education; mass media and literacy; corrections education; labor education; learning and the law)

David N. Wilson, Ph.D. (Syracuse)
Professor
(comparative, international, and development education; planning and evaluation of occupational training systems; human resource and education system planning; education in Africa, Asia, and Latin America; Inuit and Indian education in Canada; formal and nonformal education; the role of international agencies in development)

ASSOCIATED INSTRUCTORS:

Diane Abbey-Livingston, M.Ed. (Toronto)
Consultant: organizational learning and change

David J. F. Beatty, Ph.D. (Michigan State)
Consultant: organization development

Margaret Fisher Brillinger, Ed.D. (Toronto)
Adult educator and psychotherapist

Hanna Mayer, Ph.D. (Florida State)
Consultant: needs assessment, training and performance technology

Ruth W. McLean, Ed.D. (Toronto)
Director and Chair, Professional Development and Academic Computing, Humber College of Applied Arts and Technology

Debby Vigoda, Ed.D. (Toronto)
Executive Director, Ontario Gerontology Association

Paul Woolner, Ed.D. (Toronto)
Consultant: organizational learning and strategic planning

PROFESSORS EMERITI:

Donald H. Brundage, Ed.D. (Columbia)
M. Dormer Ellis, Ed.D. (Toronto)
Virginia R. Griffin, Ph.D. (Chicago)
Diana J. Ironside, M.A. (Syracuse)
Walter G. Pitman, M.A. (Toronto)

ADMISSION TO THE DEPARTMENT

The Department of Adult Education welcomes applications to its graduate programs from qualified candidates from Ontario, Canada, and abroad. The department is interested in attracting persons who are concerned with issues of adult learning and practice.

Admission procedures are described in the "Application for Admission" section of this Bulletin. Please note that January 15 is the deadline for receiving applications to all degree and certificate programs.

Each year, the admissions committee receives many more applications for each of its programs than can be accommodated. Selection must be made from a large number of candidates who satisfy admission requirements as stated in the "General Requirements for Admission and Degrees" section of this Bulletin. Consequently, a number of qualified applicants are disappointed. In some cases the committee may suggest reapplication for a later year.

The Department of Adult Education requires that a résumé be submitted along with the application form for all programs. The résumé must provide clear and complete information about: the student's past experience in adult or related aspects of education; learning objectives within the proposed graduate program; and the ways these objectives will enhance the student's anticipated contribution to the field and to future career goals.

The admissions committee considers the academic record, letters of reference, and the résumé. All candidates are expected to have a minimum of one year of experience related to adult education. Make-up work may be required of students as a condition of admission. Further clarification about admissions criteria can be discussed with the Admissions Chair of the department.

PROGRAMS

The Department of Adult Education at OISE offers courses in adult learning and education in a wide variety of settings. We study the nature and the facilitation of adult learning, the social and political concerns of providing learning resources for adults individually and collectively, and international and comparative adult education.

Programs of study in Adult Education are available at the certificate, master's, and doctoral levels. They are designed to further the practical and theoretical expertise of men and women working in such areas as learning, teaching, planning, administration, research, and analysis in all areas of individual and community education.

The general approach in the department is based on the belief in the individual's ability to take responsibility for his or her own education, and to learn in cooperation with others. As much as possible, we try to ensure that learning is relevant to the student's particular needs, background, or interests.

Each student's program is self-constructed and may be focused on topics of interest where sufficient faculty expertise exists. In addition to the faculty interests listed, four areas of concentration or focuses are described in more detail below. A student may elect to enter the department at either the certificate, master's, or doctoral level in one of these four focus areas. Each student is assigned to a faculty advisor who will assist the student in selecting the courses and learning experiences most suited to her or his own needs.

Advisors sometimes suggest that certain courses basic to the understanding of the field of adult education and of the theory and processes of adult learning be taken early in the program. Course descriptions in this Bulletin should be read carefully and discussed either with the faculty advisor or with the individual instructor.

Students may include in their program courses offered by other OISE and University of Toronto graduate departments. With the approval of the faculty advisor and the Office of Graduate Studies, OISE students are permitted to take the equivalent of two half-courses at another recognized graduate institution for credit in this program, but must commence their program with OISE courses.

Further clarification about any of the

programs can be discussed with the coordinators in the focus areas described below.

GENERAL PROGRAMS

CERTIFICATE IN ADULT EDUCATION

The Certificate program is available for those whose previous academic study does not qualify them for admission to graduate degree programs. It provides an opportunity to broaden their knowledge of theory and methods in adult education. Typically, students come from a wide spectrum of adult education activities: administration and teaching in the CAATs, training programs, voluntary associations, evening school teaching, human relations programs, etc.

Students may pursue this program on a full- or part-time basis. It consists of a minimum of six half-courses, with an opportunity for additional courses. Students must take at least four courses in the Department of Adult Education.

Courses taken while a Certificate student cannot be counted for credit toward a graduate degree at the University of Toronto, including OISE.

Fees for the Certificate program are those that apply to the equivalent category of Special Student. Incidental fees are not required unless the student is pursuing the Certificate on a full-time basis, in which case the campus services fee must be paid. (See "Fees" section of this Bulletin.)

Inquiries are to be directed to the Coordinator of the Certificate Program, James A. Draper, Department of Adult Education, in writing or by calling 923-6641, ext. 2347. Application forms can be obtained by writing or by calling 923-6641, ext. 2337; completed forms must be returned to the Department of Adult Education, Certificate Program.

MASTER OF EDUCATION

There are two options within the M.Ed. program in Adult Education.

Option I comprises ten half-courses and a comprehensive requirement. At least five of the ten half-courses should be from the Department of Adult Education offerings. The comprehensive requirement may be fulfilled through one of the following alternatives:
(a) a three-hour examination based on the courses taken. Students wishing to take the examination alternative should make arrangements with the Graduate Studies Academic Secretary before the established deadline.
(b) an integrative paper that draws together what has been learned in diverse courses and other learning experiences in the program. This paper examines systematically links between different bodies of theory and practice in the field and develops an intellectually coherent understanding of the theory and practice of adult education. Students selecting the integrative paper option normally take course 1142, M.Ed. Comprehensive Seminar in Adult Education, following their seventh half-course. It is also possible to prepare the integrative paper through another course, provided there is agreement of the instructor.

Option II comprises eight half-courses and a research paper. At least four of the eight should be from the Department of Adult Education offerings, and at least one should be in research methodology. Students pursuing this option are urged to audit course 1142 (the comprehensive seminar) after completing the seventh half-course. The research paper, which investigates a problem in the field, should include a comprehensive literature review leading to the definition of the research problem, a section on methodology, the results of the investigation, and a discussion of the results.

For both Options I and II, it is recommended that course 1100 Outline of Adult Education be taken at the beginning of the program. Students may apply to change their M.Ed. option up until the beginning of the seventh half-course in their program.

M.Ed. students must submit their comprehensive documents before December 5, March 21, or August 5, whichever falls in the term after their last course. In other words, students who took the last classes of their final courses in December must hand in their comprehensive documents by March 21.

Students should be aware that they must be registered during the term in which the comprehensive requirement is completed and pay the designated fee. (See "Continuity of Registration," page 41.)

MASTER OF ARTS

Admission to the M.A. degree program normally requires mid-B standing in the final year of a four-year University of Toronto undergraduate degree, or equivalent, in a relevant discipline or professional program. (See Master of Arts program in the "General Requirements for Admission and Degrees" section.) The M.A. program consists of eight half-courses and a thesis. Additional courses may be required of some applicants. At least half of the required courses must be completed in the Department of Adult Education. The program must also include at least one half-course in research methodology. This program can be taken on a full- or part-time basis.

DOCTOR OF EDUCATION

Regulations governing the Ed.D. program are outlined in the "General Requirements for Admission and Degrees" section.

The Ed.D. program in Adult Education is designed to provide advanced training for practitioners in leadership positions and for those who are preparing themselves for leadership in the field.

The overall program for the degree includes courses, a comprehensive examination for students commencing the Ed.D. program after July 1, 1987, and a doctoral dissertation.

The program will include a minimum of eight half-courses, at least four of which shall be taken in the Department of Adult Education. The student's program normally includes course 3102 and two half-courses in research methodology.

FOCUSES

The program is organized around four focuses. Students may freely participate in activities related to any or all, according to their interests. However, applicants should indicate on their application form (B#3) which focus encompasses their primary interests and which encompasses their secondary interests. These choices are important in the admission process.

Comparative, International, and Development Education

An integrated set of courses is available for students who wish to engage in a systematic study of comparative, international, and development education. The experience and interests of faculty involved in this area of concentration permit students to study comparatively both formal and non-formal educational programs, for children and adults, as they occur in both developing and developed societies, from a variety of different theoretical perspectives. The common core is an interest in carefully studying learning, in whatever form, as it occurs in a variety of national and cultural settings, in order to better understand its sociocultural, economic, and political roles in any given society.

Student and faculty interests range from the development of educational programs and policies to deal with specific social and economic problems to the development of sounder theoretical understanding of the rôle of organized learning in the development of large social systems.

Available courses may be of interest to Canadian students who wish to work and live in other cultures, who wish to understand their own educational reality better by comparing it with other societies, or who wish to better understand the educational and social systems from which many learners come in our multicultural society; and to international students who wish to relate their studies at OISE more directly to their own societies and learning systems.

The courses and faculty most directly involved in this area of concentration are in the departments of Adult Education and Sociology in Education, and in the Higher Education Group. Responsibility for academic coordination of the specialization is within Adult Education. Faculty actively working in this area are: James Draper, Joseph Farrell, Budd Hall, Alan Thomas, and David Wilson (Adult Education); George Dei, David Livingstone, and Paul Olson (Sociology in Education); Ruth Hayhoe (Higher Education Group); and Dieter Misgeld (History and Philosophy of Education).

Students with a strong interest in this area would ordinarily enrol in a regular degree program in Adult Education, Sociology in Education, or Higher Education, noting this as their special interest. However, some students may wish to explore the utility for them of an M.Ed. for Special Purposes. Further information regarding academic program content can be obtained from Joseph Farrell, Coordinator.

The following courses are available within this area. Those identified as "basic" are courses that students seriously interested in the area are advised to consider. Other courses provide opportunity for students to pursue specialized interests within the overall focus framework. Course numbers beginning with 11 and 31 are in Adult Education; 18 and 38 are in the Higher Education Group; 19 and 39 are in Sociology in Education.

Basic Courses
Master's Level: 1114, 1127, 1128, 1139, 1941, 1825, 1826.
Doctoral Level: 3940, 3114.

Specialization Courses
Master's Level: 1105, 1124, 1125, 1134, 1138, 1434, 1806, 1904, 1948, 1984.
Doctoral Level: 3108, 3116, 3119, 3807, 3810, 3930, 3935, 3995.

Critical Global and Community Issues

Students interested in critical issues (global and community) will find a wide range of learning opportunities within this area of concentration. These include social issues, world problems, social movements and collective action, community education, cooperative and community development, workplace and organizational democracy, media, potential futures, popular education, education for critical consciousness, teaching about global issues, and implications for one's own practice. There are also opportunities to learn conceptual and research skills, including critical skills, interpretive approaches, feminist analysis, and futures studies.

Students are free to focus on particular social concerns, such as race, class, gender, sexuality, violence, poverty, health, environment, peace, women in development, and human rights. Although faculty members cannot offer courses and expertise in all of these social concerns, the diversity of student (and faculty) interests and experiences provides a stimulating environment for dialogue and learning. In the Critical Global and Community Issues area of concentration, it is hoped that new thinking and new practices will emerge through lively exchange between scholars, activists/practitioners, and policymakers.

The following usually teach at least one course within this area of concentration: Clive Beck, James Draper, Budd Hall, Helen Lenskyj, Angela Miles, Jack Quarter, Sherene Razack, Kathleen Rockhill, Edmund Sullivan, and Allen Tough.

In addition to the usual application procedures, applicants to this area of concentration are urged to send one page describing their relevant background and interests to the Acting Coordinator: Critical Issues area of concentration, care of the Department of Adult Education.

All new and continuing students are expected to attend a focus orientation every fall.

Developing Human Resources

The Developing Human Resources (DHR) focus is offered to experienced professionals from the public, private, and not-for-profit sectors who wish to study the application of adult education principles within an organizational context. The DHR field represents a rapidly growing body of knowledge related to organizational functioning, including such areas as: organization development and learning, systems design, change management, organizational culture and the quality of working life, organizational consultation, leadership theory, work team development, and alternative forms of work organizations.

The general purpose of the DHR focus is:
—to provide an opportunity for each student to identify and expand the knowledge and skill areas most relevant to his or her own intellectual, professional, and personal development;
—to provide a support network of students and staff, and a range of methods or strategies, to enable movement toward achieving these goals.

Some of the systemic supports available through the focus include: orientation and group-building sessions; learning groups; courses; networking opportunities and field placements; individual learning projects; and special events, often organized by student members.

New students in the DHR program are charged an additional fee (beyond the regular sessional fees) to provide for a special event that supports the formation of a peer learning group. Over the past few years, this additional fee has been in the range of $500–$700.

The DHR concentration is taken as part of an Adult Education program leading to the degree of M.Ed., M.A., or Ed.D. (Under special circumstances, a candidate can be accepted in the Certificate program.) Students may pursue the DHR program on a full- or part-time basis, but must fulfil the residence requirements of the particular degree program undertaken. Enrolment in the DHR program is limited to twenty new students each year.

William Alexander, Marilyn Laiken, and Jack Quarter usually each teach at least one course within this focus.

Specialization Courses
1117, 1118, 1119, 1130, 1135, 1140, 1141.

Related Courses
1101, 1106, 1131, 1137, 1145, 1148, 3116.

Important: In addition to the regular OISE application form, there is a supplementary application form for the DHR specialization. This form can be obtained by writing or calling the DHR Coordinators (923-6641, ext. 2240 or 2349). It must be returned directly to the Department of Adult Education by January 15.

Teaching and Learning

The Teaching and Learning area of concentration attracts students and faculty who are interested in a wide variety of topics related to adult learning theory, adult developmental theory, and models of adult learning facilitation. Examples of topic areas of interest to faculty and students include: experiential learning, self-directed learning and change, program planning and evaluation, transformational learning, holistic learning, learning facilitation groups, adult development and maturation, aging, computer-assisted learning, and distance education. While the areas of interest are diverse, students and faculty share a common interest in improving their understanding of learning and teaching.

Faculty actively working in this area are: Barbara Burnaby, Lynn Davie, Virginia Griffin, and Alan Thomas.

Basic Courses:
Master's Level: 1101, 1106, 1108, 1110, 1113, 1116, 1125, 1137, and 1138.

Doctoral Level: 3115, 3117, 3124, and 3125.

OFF-CAMPUS AND DISTANCE EDUCATION COURSES

The department is currently offering some courses off-campus and by means of distance education and audio- and computer-conferencing modes. The admission requirements are the same for the off-campus courses as for the regular campus program. Information materials for both off-campus and on-campus courses to be offered in the 1995 Summer Session and 1995/96 Winter Session for continuing students will be available from the Office of Graduate Studies on March 1.

The following courses are normally offered off-campus: 1100 Outline of Adult Education; 1101 Program Planning in Adult Education; 1103 Methods of Inquiry in Adult Education; 1116 Learning Values in Adulthood; 1133 Introduction to Qualitative Research in Adult Education; and 1137 Evaluation of Adult Education Programs. A section of 1137 will be delivered on OISE's computer-conferencing system and will include instruction in the use of computer conferencing.

Off-campus and distance-delivered courses that may be of interest to adult educators are also available through other OISE departments. Information is available from the Office of Graduate Studies.

COURSES

Although the following courses are listed in the Bulletin, not all are offered in any given year. In order to be clear regarding course offerings for the coming year, please check the OISE course schedules for appropriate sessions. These will be available at a later date from the Office of Graduate Studies. Students are encouraged to discuss their program with their faculty advisor.

It is expected that students will be present at the first meeting of all courses, unless they have made a previous arrangement with the instructor.

A course is identified with this department when the first two digits in the course number are 11 or 31. Courses at the 1100 level are generally considered introductory, while those at the 3100 level are more advanced or specialized. This does not imply, however, that doctoral students cannot receive credit for 1100-level courses, or that master's students cannot take 3100-level courses. Students are encouraged to read the Bulletin and consider any courses offered in other departments that may be relevant to their own program.

EDT1100 H Outline of Adult Education

Designed to assist students to develop an understanding of and an identity with the field of adult education. Major philosophical, historical, and conceptual bases are examined; also contemporary agencies and programs, issues, and trends in the practice of adult education. It is highly recommended that all master's students enrol in 1100 during the first term of their program.
J. A. Draper, B. L. Hall, and A. M. Thomas

EDT1101 H Program Planning in Adult Education

Introduction to the basic principles and processes of alternative theory bases for approaches to program planning in adult education. Theory bases are tested experientially in relation to the "real life" program planning for this course.
Staff

EDT1103 H Methods of Inquiry in Adult Education

A critical examination of the research process. Topics will include: philosophy of science and research approaches, problem definition, development of the research question, instrument design, data collection and analysis, and presentation of findings. The seminar will consist of lectures, individual projects, and group discussion. Particular stress will be placed on the development of skills related to evidence and inference.
L. E. Davie, or staff

EDT1105 H Community Education and Development

This course involves the study of a variety of perspectives in critical and community education as they relate to development and social change. Key issues in theory and practice will be examined through the study of (1) oppressed groups, (2) classic writing in popular education, community organizing, feminist and socialist education, and (3) a variety of case studies.
A. R. Miles, J. Quarter, S. H. Razack, or staff

EDT1106 H Small-Group Experience and Theory

A seminar and workshop program to study theories related to the performance of groups and of individuals within groups. Participants will have the opportunity to experience working in a group and to relate their experiences to theoretical formulations and field practice. The particular structure and focus of this course vary each time it is offered.

A special section of this course is offered to DHR students and others who are interested in the application of small-group theory to team develop-

ment within organizational settings. This section is entitled "Developing High-Performing Teams."
W. E. Alexander, M. Laiken, or staff

EDT1108 H Self-Directed Learning (Pass/Fail)

Through reading, interviews, and self-reflection, students will learn about adult learning/change that is self-planned and self-guided. Topics include why and what adults learn on their own, the range of personal change paths, the process of choosing, and implications for adult education.
A. M. Tough, or staff

EDT1110 H Basic Processes in Facilitating Adult Learning

A theoretical and experiential study of learning processes and the procedures facilitators can use in group settings to enhance the development of desired learning processes. Self-direction and an interdependent climate are emphasized. Opportunities to critique perspectives (of self and others, of learning, of knowledge, of facilitation) underlying the course and one's work are provided.
Staff

EDT1111 H Crucial Questions about the Future: Implications for Educators

An exploration of several important questions through, reading, thinking, and discussion. What sort of society, planet, and technology will future generations inherit from us? Why do we care? How can we deal with global problems? How can learning and research help us achieve a positive future? As educators and citizens, how can each of us contribute?
A. M. Tough, or staff

EDT1113 H The Maturation Process and Adult Learning

The course offers an introductory survey of several approaches from the emerging field of adult development. The links between development and learning are explored, especially as they relate to adults' changing needs and capacities for learning throughout life.
Staff

EDT1114 H Comparative Studies in Adult Education

An exploration of adult learning in several societies, with attention given to the historic, demographic, political, and economic factors. This course introduces a number of methods of comparison particularly applicable to adult education, and provides an introduction to the field of comparative studies.
A. M. Thomas, or staff

EDT1116 H Learning Values in Adulthood

This course examines the nature of values, the role of ideas about values in an adult's life, the adult life cycle and its value dimensions, a values approach to adult life problems, a values "curriculum" for adults, and strategies for adult values learning in formal and informal settings.
C. M. Beck

EDT1117 H Consulting Skills for Adult Educators

The purposes of this course are fourfold: (1) to explore different consulting styles; (2) to explore the stages of the consulting process; (3) to explore the models of consulting stages; (4) to emphasize the practice of consulting skills in simulated consulting situations.
Staff

EDT1118 H Group Problem-Solving in Adult Education

During the first two-thirds of this course, students will focus on a modified version of Creative Problem Solving (CPS)—a semi-structured problem-solving process that uses both left and right brain functions. Interpretations and extensions will be based on the theory of Alberto Assagioli (Psychosynthesis), as well as other theories of group behavior. The remainder of the

course will include an examination and comparison of three or four other problem-solving strategies (e.g., delphi, force field analysis, nominal group technique). A required workshop on CPS will be given during the weekend following the third class session. The workshop will begin on Friday evening and continue to Sunday afternoon.
W. E. Alexander, or staff

EDT1119 H Creating a Learning Organization

The course is a study of theory, research, and experience based on a view of organizations as contexts for learning and as learning systems. The course will employ a variety of learning strategies including participant and instructor presentation, organizational simulation and experiential learning, guest speakers, and field study. Students will gain an appreciation of approaches to the integration of work and learning for continuous development, the assumptions upon which action learning is built, and the centrality of developing their own critical reflection skills as agents for change.
Prerequisite: 1130 or permission of instructor.
Staff

EDT1120 H Foundations of Adult Counselling

An introductory course that explains some of the concepts of human behavior from a systemic perspective. It examines issues, theories, and principles involved in the field of adult counselling. The course includes project presentations, practice, personal reflection, and a major discussion paper. It will be of interest to people practising in the counselling, academic, and health areas as well as those working with individuals in service agencies, employment centres, and community programs.
Staff

EDT1122 H Practicum in Adult Education (Pass/Fail)

This course provides an opportunity, in a field setting, to enhance professional skills, knowledge, and sensitivities from practice and reflection on that practice. Students design their own practicum projects with the help of faculty, field supervisors, and other students. The weekly seminar is used to provide consulting help and content input related to field issues that arise during the course of the projects. Detailed guidelines are available from the department.
Prerequisite: Permission of instructor, obtained at least two months before the course begins.
Staff

EDT1124 H The Planning, Implementation, and Evaluation of Occupational Training Institutions and Programs

This course will examine traditional and innovative approaches to occupational training. Both pre-service and in-service program formats will be studied. The underlying rationale, physical structure, curricular concepts and content, instructional strategies, budgetary processes, and financial arrangements of all types of training programs will be surveyed from a planning perspective. Methods of institutional and program evaluation will be studied. A case-study approach will be utilized to compare various types of programs and institutions from a cross-national perspective. The evaluations of the Colleges of Applied Arts and Technology in Ontario will be studied and compared with occupational education programs in operation elsewhere.
D. N. Wilson, or staff

EDT1125 H Adult Basic Education

An examination of the problems, issues, literature, and research relating to adult basic education and literacy in Canada and abroad; the relationship between adult literacy and poverty, so-

cial change, and community and human development.
J. A. Draper, or staff

EDT1127 H Education and Social Development

This course examines the linkages between education, both formal and nonformal, and the social development of nations, with particular focus on the process of educational policy formation for both developing nations and developing sub-areas within richer nations. The course aims to acquaint students with the main competing "theories" or conceptualizations of the development process and, through examination of a representative set of recent empirical studies and "state of the art" papers, to develop an understanding of the relationships between educational activities and programs and various aspects of social development, with an overall focus on problems of social inequality. The overarching objective is to help develop a better understanding of how, in confronting a particular educational policy problem, one's own theoretical preconceptions, data about the particular jurisdiction, and comparative data about the problem at hand interact to produce a policy judgment.
J. P. Farrell, or staff

EDT1128 H Comparative Education: The Development of Third World Educational Systems

This course provides opportunities to study the development of Third World educational systems from a pragmatic perspective. Students are given the opportunity to learn how to organize a country study, develop a database and/or "profile" of an educational system, and analyse aspects of national educational development. Relevant development education theories will be examined and related to actual development experience in a case-study format. A comparative perspective will enable students to relate developments in one or more nations/regions to problems in less-developed nations. Group interactions and learning are encouraged in order to share the experiences of course participants from various nations or with experience in developing nations. Participants lacking such experience, but having an interest in developing nations, are encouraged to learn from such group interactions. Methodologies for undertaking both country studies and comparative studies constitute the terminal learning objectives of this course.
D. N. Wilson, or staff

EDT1130 H A Participant-Directed Seminar: Learning in Organizations

This course is an entry requirement for all new DHR students, to provide an orientation to the department and the DHR concentration, and to begin building the DHR group as a learning community. The course is intended for students who have a special interest in the application of adult education principles within an organizational context. Beginning with a retreat weekend, followed by seminar sessions, participants create and operate their own "learning organization." The overall purpose of this organization, once it is developed, is to meet the learning needs of its members, as identified by them. A second, related purpose is to explore the dynamics and development of the learning organization, including the obstacles to organizational growth and effective functioning.

This course is open only to DHR students who have been accepted in the spring prior to the regular academic year in which the course is scheduled.
Prerequisite: Permission of instructor.
M. Laiken, or staff

EDT1131 H Special Topics in Adult Education

A course that will examine in depth a topic of particular relevance not already covered in regular course offer-

ings in the department. The topics will be announced each spring in the Winter Session and Summer Session course schedules.
Staff

EDT1133 H Introduction to Qualitative Research in Adult Education

This course is concerned with approaches to research that use data gathered through participant observation, open-ended interviewing, biographical interviewing, or the collection of other verbal and observational data. The course provides students with an opportunity to design and conduct a research project drawing on various strategies of qualitative research.
Prerequisite: Permission of instructor.
B. J. Burnaby, or staff

EDT1135 H Practicum in Organization Development (Pass/Fail)

This course provides an opportunity, within an organizational setting, to enhance professional skills and knowledge related to some aspect of Organization Development. Students and instructor identify learning objectives, select field agencies, and design learning activities to achieve the objectives. The weekly seminar is used to provide peer support and content input related to students' practicum projects. Detailed guidelines are available from the department.
Prerequisite: Permission of instructor, obtained at least two months before the course begins.
M. Laiken, or staff

EDT1136 H Political Economy of Adult Education

This course critically analyses the historical and contemporary relationship of Canadian adult education programs to political and economic structures and processes. The course draws particularly from the work of Marx, Gramsci, Miles, and Freire and from the indigenous Canadian political economy tradition initiated by Innis. An essential concern of the course is to identify how adult educators can contribute to fundamental social change. The main focus is on the Canadian context, but international examples are included for comparative purposes.
B. L. Hall, or staff

EDT1137 H Evaluation of Adult Education Programs

This course examines program evaluation literature and its applications to the evaluation of adult education programs. The course does not focus on measurement, but rather on questions of what should be included in an educational evaluation and how should an evaluation be structured. Seminars, simulations, and presentations by the instructor are used. Students will have an opportunity to design an evaluation proposal for a program of their choice.
L. E. Davie, D. N. Wilson, or staff

EDT1138 H Social Foundations of Adult Learning

A seminar with individual investigations examining the social forces bearing upon the need for and content of adult learning. A theoretical investigation of the grounds for the provision of education throughout the life of the individual in a rapidly changing, increasingly complex society.
A. M. Thomas, or staff

EDT1139 H Introduction to Comparative, International, and Development Education

This course serves as the basic core course for the Institute's graduate studies concentration in comparative, international, and development education. It focuses upon the various theoretical conceptions of the socioeconomic development process and the role of formal and non-formal educational programs within that process. The basic purposes of the course are to introduce students to the comparative literature regarding education in advanced and developing

nations, to evaluate the various ways in which comparative data may be used, and to examine the relative utility of various theoretical perspectives for understanding formal and non-formal educational policy problems common to many societies.
J. P. Farrell and D. W. Livingstone

EDT1140 Y Adult Education and Developing Human Resources

Developing Human Resources is defined in this course as the application of adult education principles in an organizational context. The course will first explore the nature of these principles. Specific dimensions of the organizational context and their relationship to adult education principles will be examined through an experiential design. Some dimensions that may be examined in depth include power and organizations, self-regulatory processes, heterarchy and hierarchy, participatory decision-making, organizational culture, principles of socio-technical design, and the concept of the Learning Organization.
Prerequisite: Permission of instructor.
W. E. Alexander, or staff

EDT1141 H Organizations and the Adult Educator: Historical and Theoretical Perspectives on Organization Development

This course provides a theoretical framework for the adult educator's work within organizational settings. A variety of readings, audio-tapes, guest speakers, and group discussion provide a broad overview of the evolution of Organization Development from early management theory to current developments in the field and offer an opportunity to develop one's own perspective as a practising or aspiring organization consultant. The course provides a good introduction for those new to the field.
M. Laiken, or staff

EDT1142 H M.Ed. Comprehensive Seminar in Adult Education (Pass/Fail)

This seminar is an integral part of the department's M.Ed. comprehensive requirement and should be taken in, or as near as possible to, a student's last term of coursework. It is designed for Adult Education M.Ed. students who have chosen either the integrative-paper or the research-paper option. In the former case, the paper is intended to integrate what has been learned in diverse courses with other learning experiences in their program in order to examine systematically links between different bodies of theory and practice in the field, and to develop an intellectually coherent understanding of adult education. In the latter case, it is intended to assist students in developing a research design, formulating research questions, and overall developing a plan for undertaking and writing their research. Participants are advised to take at least one research course prior to entering the seminar.
Prerequisite: Permission of instructor.
Staff

EDT1143 H Introduction to Feminist Perspectives on Society and Education

This course will provide students having little knowledge of feminism with an introductory overview of the basic principles of feminist analysis of society and education. It is designed for women and men who do not specialize in feminist studies but are interested in becoming acquainted with this perspective and its large implications for theory and practice. It should be especially useful for students who are facing issues of gender in their research, their work, or their personal lives and are interested in how gender intersects with race, class, and sexuality.
A. R. Miles, S. H. Razack, or staff

EDT1144 H Teaching about Global and Social Issues

How can we help people of all ages

learn about world problems, social issues, rapid change, potential futures, controversial questions, and emotion-laden subjects? An opportunity to facilitate and experience such learning, and then to reflect on these experiences during class discussions and reading. Attention will be focused on cognitive changes, emotional responses, action decisions, coping strategies, and various approaches to teaching and learning.
A. M. Tough

EDT1145 H Participatory Research in the Community and the Workplace

A course concerned with the theory and practice of participatory research as it has particularly been developed in adult education settings in both the community and the workplace. The course focuses on theory drawn from North American, Third World, and feminist work and from case studies in a variety of settings, and it emphasizes the collaborative production of knowledge in real-life settings.
B. L. Hall

EDT1148 H An Introduction to Workplace and Organizational Democracy

This course provides an introduction to a series of topics related to extending democracy to the workplace and organizations. Both case studies and relevant theory will be considered. Much of the material in the course will be interdisciplinary.
J. Quarter

EDT1149 H Women's Learning, Women's Health Movements, and the Health Professions

The course will investigate recent social change movements in North America and internationally that have focused on women's health, broadly defined. Various feminist analyses of women's learning and women's health will be evaluated, with particular attention to factors such as social class, race/ethnicity, and sexuality. In examining women's health and the implications for women's learning, the course will include discussions of reproduction, sexuality, violence, mental health, body image, and recreation. Community education and development initiatives in these areas will be evaluated. Finally, health professionals' responses to women's health movements, and the implications for women in the health professions, will be investigated.
H. Lenskyj

EDT1152 H Individual Reading and Research in Adult Education: Master's Level

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis topic proper, the study may be closely related to such a topic. Guidelines are available from the department.

EDT1154 H Racism, Law, and Radical Education

This course will focus on the issues that arise for activists when engaged in educational and organizational anti-racist initiatives. The context is law. The course examines race critiques of law in terms of the theories of identity, racism, and oppression contained within them. It then addresses the organizing and educational issues that emerge from various strategies for social change considered in law. An important activity of the course is the exploration of Canadian anti-racist initiatives. Since much of the readily identifiable reading material on race critiques of law is American, students will be encouraged to pursue a specifically Canadian focus in their research and presentations.
S. H. Razack

EDT1155 H Marginality and the Politics of Resistance

This course examines the processes through which certain groups are marginalized and explores some strategies for resistance. The first section explores: the meaning of subjectivity and its relationship to political practice, experience, knowledge, and power. Section two looks more closely at gender, sexuality, and race, exploring here both the concepts we have used to understand domination and the practices of marginalization themselves. Section three considers three resistance strategies: writing, cultural production, and politics.
S. H. Razack

EDT3102 H Thesis Research Seminar in Adult Education (Pass/Fail)

This seminar is designed to support the development of the Ed.D. dissertation. Emphases will depend on the needs of the students each year, but may include questions of epistemology, philosophical stance, validity, reliability, research designs, ethics, and data collection strategies. The course is designed to be taken by Ed.D. students in their year of residence, although part-time Ed.D. students may wish to take it earlier in the program if their year of residence is delayed. While helpful at any time, it is most appropriately taken concurrently with preparation of the research proposal. Support groups will include students with similar research interests. Prerequisite: One or more courses in research design.
J. Quarter, or staff

EDT3105 H An Examination of Mass Programs in Adult Education

An analysis of large-scale programs in adult education that are devoted to altering knowledge, attitudes, and/or skills among substantial numbers of people. Perspectives from related areas of inquiry, political science, sociology, marketing, etc. will be explored, as a means of enlarging understanding of this area of the management of learning in society.
A. M. Thomas and J. P. Farrell

EDT3108 H Controversial Issues in Development Education

This is an advanced-level doctoral seminar designed to permit students to explore in considerable depth a few currently controversial issues with respect to the role of educational activities and programs in national development, with particular focus on developing nations and developing areas within richer nations. The issues chosen for analysis in any given year are selected by the students. Students are expected, through seminar presentations, to identify the key arguments or "positions" with reference to a controversy of interest to them, and to analyse and evaluate those positions using both relevant theory and available empirical data.
D. N. Wilson, or staff

EDT3114 H Methodologies for Comparing Educational Systems

This course is designed for prospective or practising researchers who wish to use comparative data in their work. Problems in both the acquisition and the use of such data will be considered. Topics will range from the practical problems of gathering data in a foreign country to the analytic tools available for analysing large volumes of data from many countries. Particular attention will be paid to (a) the special analytical problems faced when using comparative data, and (b) the use of comparative data to test propositions and to develop theory in education.
D. N. Wilson, or staff

EDT3115 Y Women's Learning in the Development of Critical Consciousness

Drawing upon postmodern theory, critical consciousness as an approach to feminist learning, education, and politics is explored. An emphasis is placed upon theories and voices of women

from the "margins" in order to examine how women variously embody and live their social construction through race, class, and heterosexism, and how these constructions are regulated and resisted. The concept of political autobiography is used to critically analyse how personal experience is produced through power relationships in everyday life. Using memory-work, participants are encouraged to theorize from a range of creative forms of expression, exploring the discursive boundaries between artistic and academic production. Background in anti-racist and/or feminist theory and practice helpful.
K. Rockhill, or staff

EDT3116 H Adult Education in Cross-Cultural Contexts

Discussions relating to the impact of culture on adult learning and teaching styles; critical examination of anti-racist and multicultural education combines a theoretical and experiential approach with an emphasis on contemporary issues.
B. L. Hall, or staff

EDT3117 H Learning and the Law

Continuing education systems—that is, educational systems available throughout individual lifespans—are evolving rapidly in Canada. What kind of legal foundation is being created and what kind should be? What is the existing relationship between learning and the law? And what should it be? The course will use current research to identify, clarify, and analyse current legislation in Canada. Some comparisons will be made with other countries.
A. M. Thomas, or staff

EDT3119 H Global Feminist Perspectives: Adult Learning and Social Change

The course examines feminist theory and practice that is informed by a global perspective. It provides an opportunity for students to study feminist practice internationally and addresses the general principles, major challenges, and current debates in this developing global politics.
A. R. Miles, or staff

EDT3124 H Advanced Seminar: Basic Processes in Facilitating Adult Learning

Building on 1110, this course focuses on the philosophy of holism and theoretical works of wholeness in a variety of fields, and examines their relevance for adult learning. Students will develop a personal image of holistic learning. Prerequisite: Completion of 1110 and permission of instructor.
Staff

EDT3125 H Continuing Education of Professional Personnel: Principles, Modes, and Problems

A critical survey of the goals, methodology, and results of institutional and self-directed programs of continuing education for professional personnel. The course will review attempts to assess the results of various programs in relation to vocational performance as well as the performance of individual and social roles.
A. M. Thomas, or staff

EDT3126 H Education and the Global Community: Critical-Visionary Dimensions

This course considers those conditions operating in our contemporary world that are enhancing or are fragmenting the development of a "world community." Special attention will be given to the problems presented by nation states —that is, violence as a resolution to social conflicts within and between nation states. The mass media and educational institutions will be examined as contributing factors to state violence and attendant fragmentation of efforts of community mobilization toward a global world community. Strong emphasis on global-ecology issues will be pervasive.
E. V. Sullivan, or staff

EDT3131 H Special Topics in Adult Education

A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Winter Session and Summer Session course schedules.
Staff

EDT3133 Y Qualitative Research: Implications of Feminist and Postmodern Theories for Practice

If we work from the perspective that knowledge is constructed through relationships of power, what are the implications for the production of "truth" in academic inquiry? Feminist postmodern critiques of the concepts of experience, objectivity, subjectivity, knowledge, power, and truth are considered in relation to various qualitative research methodologies. As participants conduct a small research project in the area of adult education, related problematics—such as ideology, voice, narrative and interpretive control, appropriation, (de)construction, objectification, generalization—are also considered.
Prerequisite: Permission of instructor.
K. Rockhill, or staff

EDT3134 H Global Ecological Issues from a Community Educational Perspective

This course examines community development at both a global and grassroots level. The major focus is on ecological issues and their relation to the development of community with a strong emphasis on economic development and community-building. Alternative economic perspectives will be offered.
E. V. Sullivan

EDT3152 H Individual Reading and Research in Adult Education: Doctoral Level

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis topic proper, the study may be closely related to such a topic. Guidelines are available from the department.

EDT3154 H Race and Knowledge Production: Issues in Research

As a doctoral-level course for students who already possess some familiarity with postmodern, feminist, or postcolonial theories, the course will consist of readings that explore the following two questions: How is knowledge production racialized? How can intellectuals challenge imperialist and racist systems through their research and writing? The course examines: colonialism, imperialism, and gender; researching everyday racism; racism and education; racial knowledge and the disciplines; and writing as resistance.
S. H. Razack

The following courses are accepted for credit in the Department of Adult Education and will satisfy that department's specialization requirements. For descriptions, see the relevant departments.

Applied Psychology
1243H Seminar in Community Psychology and Community Development: Part I (J. Quarter)

Curriculum
1342H Education and Cosmology (E. V. Sullivan)
1377H Introduction to Transformative Learning Studies (E. V. Sullivan)

History and Philosophy of Education
1481H Worldview Education (C. M. Beck)
1489H Personal and Social Education (C. M. Beck)

APPLIED PSYCHOLOGY

Mary Alice Guttman, Ph.D. (Wisconsin)
Professor, and Chairperson of the Department
(counselling psychology; school counselling and evaluation; career theory and development; women's studies in work, education, and counselling)

Graduate Studies Academic Secretary: Lana Stermac, Ph.D. (Toronto)
Associate Professor, and Associate Chairperson of the Department
(sexual and physical violence; child abuse; addictions; feminist psychotherapy; therapist sexual exploitation of clients)

Sabir A. Alvi, Ph.D. (Indiana)
Associate Professor
(educational and psychological testing; vocational theory and career development)

Janet W. Astington, Ph.D. (Toronto)
Associate Professor, cross-appointed from the Institute of Child Study, Faculty of Education, University of Toronto

Carl Bereiter, Ph.D. (Wisconsin)
Professor
(cognitive processes in school learning; development of thinking abilities; instructional psychology)

Andrew J. Biemiller, Ph.D. (Cornell)
Professor, cross-appointed from the Institute of Child Study, Faculty of Education, University of Toronto

Paula J. Caplan, Ph.D. (Duke)
Professor
(psychology of women; sex roles; research methodology; children's learning and attention problems)

Ardra Cole, Ed.D. (Toronto)
Assistant Professor
(teacher development, teacher induction, and teacher socialization; qualitative research methods)

Vivian Darroch-Lozowski, Ph.D. (Alberta)
Professor
(biographical narrative; language of the arts; interpretive and imaginal thought)

Morris N. Eagle, Ph.D. (New York)
Professor
(counselling and psychotherapy; psychoanalytic theory, practice; psychopathology; memory; philosophy of mind)

Peter Gamlin, Ph.D. (Cornell)
Professor, cross-appointed to OISE Midnorthern/Northeastern Centre
(dynamic/interactive educational assessment and instruction; aboriginal studies)

Esther Geva, Ph.D. (Toronto)
Associate Professor, cross-appointed to Curriculum
(cognitive and linguistic processes in normally achieving and in learning disabled children; reading processes in first and second language; learning disabilities in second-language contexts; research design and evaluation)

David Hunt, Ph.D. (Ohio State)
Professor
(professional renewal; practitioners' experienced knowledge; practice–theory relations)

Anne Jordan, Ph.D. (Toronto)
Associate Professor, cross-appointed from Curriculum

Daniel Keating, Ph.D. (Johns Hopkins)
Professor
(cognitive processes in developmental and individual differences; gifted and talented children; critical thinking in adolescents)

Marc Lewis, Ph.D. (Toronto)
Assistant Professor
(cognitive development; emotional development; cognition–emotion interactions in development)

Peter Lindsay, Ph.D. (Toronto)
Associate Professor, cross-appointed to Curriculum and to the McLuhan Program in Culture and Technology, University of Toronto
(information-processing models of memory and language acquisition; computer applications to the education of exceptional children and adults)

Solveiga Miezitis, Ph.D. (Toronto)
Professor
(school psychology; models of service delivery; preventive practices and dynamics of change; social–emotional relationships and depression in schools; ethnic identity development)

Carol R. Musselman, Ph.D. (Michigan)
Professor, cross-appointed to the Department of Speech Pathology, University of Toronto
(education of children with communication disorders; linguistic and social development of deaf children and adolescents)

Keith Oatley, Ph.D. (London)
Professor
(cognition and emotion; human–computer interaction; psychology of narrative literature)

David R. Olson, Ph.D. (Alberta)
Professor, cross-appointed to the Department of Linguistics and to the McLuhan Program in Culture and Technology, University of Toronto; and Head, Centre for Applied Cognitive Science
(language development; cognitive development; theory of instruction)

Niva Piran, Ph.D. (Texas)
Associate Professor
(psychotherapy process and outcome research; prevention interventions; body image and eating disorders; female development; psychodynamic psychotherapy; projective testing)

Jack Quarter, Ph.D. (Toronto)
Professor, cross-appointed from Adult Education

Barry Schneider, Ph.D. (Toronto)
Associate Professor
(social skills assessment and training; family and school factors in children's social development; children's friendships; school-based mental health promotion; attention and behavior disorders)

Margaret S. Schneider, Ph.D. (York)
Assistant Professor
(community mental health; human sexuality; research methodology; feminist issues)

Uri Shafrir, Ph.D. (York)
Associate Professor
(affective processes; adults with learning disabilities; computer-based assessment and programming for exceptional children)

Linda Siegel, Ph.D. (Yale)
Professor, cross-appointed to Curriculum
(the study of cognitive processes in children with learning disabilities; the early detection of learning disabilities; issues in psychoeducational assessment)

Keith E. Stanovich, Ph.D. (Michigan)
Professor, cross-appointed to Curriculum
(basic processes in reading; reading disabilities; the cognitive consequences of literacy; information-processing models of reading; cognitive science; critical thinking)

Edmund V. Sullivan, Ph.D. (Syracuse)
Professor, cross-appointed from Curriculum

Otto Weininger, Ph.D. (Toronto)
Professor
(Melanie Klein and object relations theory and psychoanalysis; techniques of diagnosis and psychotherapy; attachment theory and subsequent developmental processes; play theory and research; early childhood education)

Judith Wiener, Ph.D. (Michigan)
Associate Professor
(social and affective development of children, adolescents, and adults with learning disabilities and other exceptionalities; psychoeducational assessment; classroom-based counselling approaches)

Dale M. Willows, Ph.D. (Waterloo)
Professor, cross-appointed to Curriculum
(basic processes in reading; reading and writing disabilities; classroom language arts instruction; assessment and remediation approaches to written language difficulties)

CROSS-APPOINTED FROM THE OFFICE OF FIELD SERVICES AND RESEARCH:

J. R. Bruce Cassie, Ph.D. (State University of New York at Buffalo)
Project Director, OISE Midnorthern/Northeastern Centre
(career and personal counselling therapy and practice; curriculum development, implementation, and evaluation; problem-solving/inquiry skills; employee training and development)

ASSOCIATED INSTRUCTORS:

Ester Cole, Ph.D. (Toronto)
Senior Psychologist, Toronto Board of Education

Esther Gelcer, Ph.D. (Toronto)
Psychologist—private practice

Thomas W. Humphries, Ph.D. (Northwestern)
Director, Child Development Clinic, Hospital for Sick Children, Toronto, seconded to OISE

Nina Josefowitz, Ph.D. (Toronto)
Psychologist Consultant, Atkinson Counselling Centre, York University

Patrick Lee, Ph.D. (Syracuse)
Professor Emeritus, Teachers College, Columbia University

Sharon Marcovitch, Ph.D. (York)
Co-director, Developmental Evaluation Unit, Hospital for Sick Children, Toronto, and OISE internship supervisor

Frederick Mathews, Ph.D. (Toronto)
Community Psychologist/Manager of Community Support Programs, Central Toronto Youth Services

Edward Meade, Ed.D. (Toronto)
Executive Director, Markham-Stouffville Family Life Centre, Markham

Mary Morris, Ph.D. (Toronto)
Psychologist—private practice

Rudolph L. Philipp, Ph.D. (Queen's)
Psychologist—private practice

Nathan Pollock, Ph.D. (Toronto)
Psychologist—private practice

Dennis Raphael, Ph.D. (Toronto)
Associate Professor, Department of Behavioural Science, Faculty of Medicine, University of Toronto

Margo Rivera, Ph.D. (Toronto)
Psychologist—private practice

Marsha Rothstein, Ed.D. (Toronto)
Psychologist—private practice

Eva Szekely, Ed.D. (Toronto)
Psychologist/Coordinator of Services to Psychiatry, Centenary Health Centre, Scarborough, and OISE internship supervisor

Ronald E. Warner, Ed.D. (Toronto)
Counsellor, Centre for Student Development and Counselling, Ryerson Polytechnical Institute

Peter Waxer, Ph.D. (York)
Associate Profesor, Department of Psychology, York University

Gary Woodill, Ed.D. (Toronto)
Instructor, School of Early Childhood Education, Ryerson Polytechnical Institute

INTERNSHIP SUPERVISORS:

Judith A. Silver, Ph.D. (Toronto)
Head, OISE Psychoeducational Clinic, and Coordinator of Internship & Counselling Services, Department of Applied Psychology, OISE

William J. Ammons, Ph.D. (Toronto)
Clinical Supervisor, Oshawa & District Family Court Clinic

Alan Bardikoff, Ed.D. (Toronto)
Psychologist, Toronto East General Hospital

Jerry Beckerle, Ph.D. (Michigan State)
Psychologist, Toronto East General Hospital

Cliff Berish, Ph.D. (Manitoba)
Psychologist & Director of Clinical Training, Whitby Psychiatric Hospital

Virginia Bourget, Ph.D. (Concordia)
Psychologist, North Bay Psychiatric Hospital

Arthur Caspary, Ph.D. (Waterloo)
Staff Psychologist, C. M. Hincks Treatment Centre, Toronto

Theresa Casteels-Reis, Ed.D (Toronto)
Psychologist, Counselling Services, University of Waterloo

Phyllis Chee, Ed.D. (Toronto)
Psychologist, Toronto Board of Education

Vaughan Church, Ph.D. (Emory)
Senior Psychologist, Queen Street Mental Health Centre, Toronto

Mary Dart, Ph.D. (Harvard)
Senior Psychologist, Community Mental Health Clinic Consultant, Guelph

Melvyn Davine, Ph.D. (Queen's)
Senior Psychologist, Paediatric Psychology Service, North York General Hospital

Brian Doan, Ph.D. (McGill)
Psychology Coordinator, Oncology Service, Sunnybrook Health Science Centre, Toronto

Michael Gadon, Ed.D. (Toronto)
Psychologist, Occupational Recovery Programme, Downsview Rehabilitation Centre, Downsview

David Graham, Ph.D. (Toronto)
Director, Counselling and Learning Skills Service, University of Toronto

Ross Gray, Ph.D. (Toronto)
Psychologist, Biobehavioural Unit, Sunnybrook Hospital, Toronto

Gregory Hamovitch, Psy.D. (Rutgers)
Coordinator, Psychological Services, Canadian Memorial Chiropractic College, Toronto

Thomas Humphries, Ph.D. (Northwestern)
Director, Child Development Clinic, Hospital for Sick Children, Toronto

Paul Kelly, Ph.D. (Waterloo)
Psychologist, Toronto Hospital

Connie Kushnir, Ph.D. (York)
Psychologist, North York General Hospital

Glenn Lawson, Ph.D. (McMaster)
Director, Adult Services, Surrey Place Centre, Toronto

Sarah Maddocks, Ph.D. (Queen's)
Psychologist, Women's College Hospital, Toronto

Nathan Mandelys, Ph.D. (Ottawa)
Psychologist, Ontario Correctional Institute, Brampton

Sharon Marcovitch, Ph.D. (York)
Co-Director, Developmental Evaluation Unit, Hospital for Sick Children, Toronto

Mort Mates, Ph.D. (George Peabody)
Senior Psychologist, Queen Street Mental Health Centre, Toronto

Michael Minden, Ph.D. (Toronto)
Psychologist—private practice

Debbie Nifakis, Ed.D. (Toronto)
Psychologist, McMaster University Counselling & Career Services, Hamilton

David Nussbaum, Ph.D. (Waterloo)
Psychologist-in-charge, Metfors, Toronto

Joseph Regan, Ph.D. (Toronto)
Psychologist, St. Michael's Hospital, Toronto

Jaan Reitav, Ph.D. (York)
Coordinator, Psychological Services, Canadian Memorial Chiropractic College, Toronto

Paul Robinson, Ph.D. (York)
Psychologist, North York General Hospital

Michael Schwartz, Ph.D. (Toronto)
Psychologist, Child & Family Clinic, Scarborough General Hospital

Lynne Sinclair, Ph.D. (York)
Clinical Manager, Children & Youth Division, Surrey Place Centre, Toronto

Padric C. Smythe, Ph.D. (Western Ontario)
Psychologist, Counselling & Career Development Services, University of Western Ontario, London

Robert Stephens, Ph.D. (York)
Psychologist, Wellesley Hospital, Toronto

Ronald Warner, Ed.D. (Toronto)
Psychologist, Ryerson Polytechnical Institute, Toronto

Brent Willock, Ph.D. (Michigan)
Chief Psychologist, C. M. Hincks Treatment Centre, Toronto

Deborah Zweig, Ph.D. (Minnesota)
Psychologist, York Central Hospital, Richmond Hill

PROFESSORS EMERITI

David S. Abbey, Ph.D. (Toronto)
David W. Brison, Ed.D. (Illinois)
Clifford M. Christensen, Ph.D. (Minnesota)
Malcolm Garber, Ph.D. (Southern California)

Kent Henderson, Ph.D. (Toronto)
John R. Kershner, Ph.D. (Toronto)
Robert B. MacIntyre, Ph.D. (George Peabody)
Larry E. Pass, Ph.D. (Alberta)
Ellen M. Regan, Ed.D. (State University of New York at Albany)
Dorothy Shipe, Ph.D. (George Peabody)
Harry Silverman, Ph.D. (London)
John C. Weiser, Ed.D. (Missouri)
Jeri D. Wine, Ph.D. (Waterloo)
Aaron Wolfgang, Ph.D. (Oklahoma)

PROGRAMS

Please direct inquiries for this department to the Academic Secretary of the department.

The Department of Applied Psychology offers the following degree programs in its three divisions:
—Educational Psychology: M.Ed. program with a focus on Teaching; M.A. and Ph.D. programs with a focus on Applied Cognitive Science
—Counselling Psychology: M.Ed. and Ed.D. programs
—School Psychology: M.A. and Ph.D. programs; and M.Ed., M.A., Ed.D., and Ph.D. programs with a focus on Applied Developmental Psychology.

The Department of Applied Psychology does not ordinarily consider applications for admission to degree programs commencing in January.

ADMISSION REQUIREMENTS

Basic admission requirements for all degree programs are outlined in the "General Requirements for Admission and Degrees" section of this Bulletin; see the respective subsections pertaining to each degree program.

In addition to the general requirements, some of the programs in this department will have specific requirements relative to the nature and length of the program. Any such requirements will be found with the description of the programs listed below. Applicants should always consult the basic admission requirements in the "General Requirements" section as well as the special requirements for the program of their particular interest. MAT and GRE scores are not required for admission to any of the programs in Applied Psychology.

Although the minimum requirement for admission is the equivalent of a University of Toronto mid-B standing in the bachelor's degree, students normally need a higher academic standing to compete effectively with the large number of good applicants to be considered. Given the limited number of students this department may accept into the majority of its programs, not all eligible students can be admitted. Program admission committees reserve the right to determine which applicants will be admitted to their program (see items 2(b) and 3 on the page opposite the Contents page of this Bulletin).

Application materials are obtainable from the Office of Graduate Studies. For further information, see the "Application for Admission" section of this Bulletin.

Normally, students apply to one specialization, but under certain circumstances a student may apply for up to two specializations within the Department of Applied Psychology. Students applying to more than one specialization should clearly designate the specializations and the order of preference. Applications will not be reviewed until this information is provided.

An applicant's file must be complete before it can be reviewed by the department. Applicants are advised to check with either the Office of Graduate Studies or the department to ensure that their file is complete.

PROGRAM REQUIREMENTS

All the programs in Applied Psychology adhere to the guidelines as outlined in the "General Requirements for Admission and Degrees" section of this Bulletin with these exceptions: The M.A. in School and Child-Clinical Psychology is a two-year program after a four-year degree in psychology. The M.Ed. in Counselling Psychology (B) requires a four-year degree in psychology and full-time residence in the program. The Ed.D. in Counselling Psychology (B) requires two years of full-time study.

Courses of study are arranged in consultation with a faculty advisor after admission and will take into account not only the requirements listed in the "General Requirements" section but the student's background and individual needs, as well as the particular demands of the specialization.

THE COLLEGE OF PSYCHOLOGISTS OF ONTARIO AND PREPARATION FOR PROFESSIONAL PRACTICE

Students whose plans include preparation for professional practice in psychology should note the following:
1. Professional practice of psychology in Ontario is regulated by the College of Psychologists of Ontario.
2. Only certain programs in the Department of Applied Psychology are intended to meet the academic requirements for registration as a psychologist contained in the College's guidelines:
—Ed.D. Counselling Psychology (B)
—Ph.D. Early Childhood
—Ph.D. School and Child-Clinical Psychology
—Ph.D. Applied Developmental Psychology (B).
A requirement for admission to these programs is an M.A. degree in applied psychology or an M.Ed. in Counselling Psychology (B) after a four-year bachelor's degree in psychology or the equivalent.
3. Only certain programs in the Department of Applied Psychology are intended to meet the academic requirements for registration as a psychological associate contained in the College's guidelines:
—M.Ed. Counselling Psychology (B)
—M.A. School and Child-Clinical Psychology
—M.A. Applied Developmental Psychology (B).

For further information on registration as a psychologist or psychological associate, contact:

The Registrar, College of
Psychologists of Ontario
Suite 201, 1246 Yonge Street
Toronto, Ontario M4T 1W5
Tel: (416) 961-8817

The Department of Applied Psychology wishes to draw your attention to a policy statement by the College regarding independent practice by any psychology student for a fee:
"By reason of their academic affiliations, students in psychology may incorrectly be presumed by the public to possess mature professional skills. In the view of the College of Psychologists of Ontario, a serious question of good professional judgment may well be raised in the examination of those candidates for registration who have engaged in independent practice prior to their doctorate and permanent registration."

COMPREHENSIVE EXAMINATIONS

Ph.D. candidates in Educational Psychology and School Psychology, and Ed.D. candidates in Counselling Psychology (B) programs and Early Childhood, will be required to undertake comprehensive departmental examinations to cover their general psychology knowledge as well as their individual specialization.

EDUCATIONAL PSYCHOLOGY DIVISION

The M.A. and Ph.D. programs in Educational Psychology focus on applied cognitive science. The M.Ed. program focuses on the psychology of teaching.

MASTER OF EDUCATION:
Focus on Teaching

This program emphasizes the teaching/learning process, and is intended primarily for educational practitioners wishing to reflect on and improve their classroom teaching.

Admission Requirements
(a) a University of Toronto bachelor's degree, or its equivalent, completed with standing equivalent to a University of Toronto mid-B or better;
(b) at least two years of professional experience.

Program of Study
Students commencing this program in the 1995 Summer Session or later must pursue their degree under Option I (ten half-courses and a comprehensive examination). At least four half-courses must be taken in the Department of Applied Psychology. The program (which may be undertaken on a full- or part-time basis) should be arranged in consultation with the student's faculty advisor.

MASTER OF ARTS:
Focus on Applied Cognitive Science

The emphasis of the program is on conducting original research on human cognition in relation to educational concerns. An apprenticeship approach is favored. Students are expected to become closely involved in the research of one or more of the members of the Centre for Applied Cognitive Science. (See "Interdepartmental Specializations" section for description and list of current members.) There is sufficient latitude that students may pursue programs oriented toward academic careers, research in applied settings, or careers in educational technology.

Admission Requirements
Normally, a University of Toronto four-year bachelor's degree in psychology, or its equivalent, with standing equivalent to a University of Toronto mid-B or better. Graduates with a three-year bachelor's degree must take a fourth year of relevant study before applying to this M.A. program.

Applicants with a four-year bachelor's degree in cognitive science, computer science, or linguistics, who are interested in careers in research, university teaching, administration, and related activities, are also eligible to apply for admission. However, it should be noted that for such students clinical internships or practica within the department may not be undertaken, and transfer to programs within the department that lead to registration as a psychologist will not be permitted.

Program of Study
(a) six half-courses;
(b) a thesis.

Residence Requirement
One year of full-time study. (See definition in "General Information" section.)

DOCTOR OF EDUCATION:
Focus on Teaching

Closed to new admissions for 1995/96.

DOCTOR OF PHILOSOPHY:
Focus on Applied Cognitive Science

The emphasis of the program is on conducting original research on human cognition in relation to educational concerns. An apprenticeship approach is favored. Students are expected to become closely involved in the research of one or more of the members of the Centre for Applied Cognitive Science. (See "Interdepartmental Specializations" section for description and list of current members.) There is sufficient latitude that students may pursue programs oriented toward academic careers, research in applied settings, or careers in educational technology.

Admission Requirements

A University of Toronto M.A. degree with specialization in Applied Cognitive Science, or its equivalent, with standing equivalent to a University of Toronto B+ or better. Applicants who hold other than the above degree must submit a copy of their thesis, if applicable, or a paper that represents their best work.

Program of Study

(a) a minimum of six new half-courses, four of which must be in Applied Cognitive Science and will constitute the major. Also one minor subject comprising two half-courses or equivalent, which may be taken in another graduate department of the University of Toronto;
(b) a comprehensive examination;
(c) a thesis.

Residence Requirement

A minimum of two years of full-time study. (See definition in "General Information" section.)

COUNSELLING PSYCHOLOGY DIVISION

Applicants contemplating an M.Ed. program related to counselling should note that there are three alternative programs described below; they should consider each in relation to their own areas of interest. Note also that there are two Ed.D. programs.

MASTER OF EDUCATION IN GUIDANCE AND COUNSELLING

The purpose of this program is to help meet the need for well-prepared practitioners in the field of guidance and counselling in the schools. Therefore, strong preference for admission to this program is given to teachers with experience who are interested in specializing in guidance and counselling in the schools. Students completing the M.Ed. degree in Guidance and Counselling may have their degree credited toward Parts I and II of the Ontario Ministry of Education's Specialist Certificate in Guidance. Further information may be obtained from:

The Registrar, Services Section
Ministry of Education, 18th floor
Mowat Block, Queen's Park
Toronto, Ontario M7A 1L4

People interested in counselling who are not experienced teachers, or who are not primarily concerned with eventually obtaining a position in a school, but who have appropriate related experience, may apply for an M.Ed. program in Counselling Psychology (A).

Admission Requirements

(a) a University of Toronto bachelor's degree, or its equivalent, completed with standing equivalent to a University of Toronto mid-B or better;
(b) teacher certification;
(c) at least one year of teaching experience.

In addition to the general requirements listed above, admission to the M.Ed. program with specialization in Guidance and Counselling ordinarily requires a background as follows:
(a) a course in child and/or adolescent development and two additional courses in the social sciences, one of

which must be beyond the introductory level;
or
(b) satisfactory completion of a program of qualifying work at the Institute. This program will ordinarily include a half-course in child and adolescent development (1201) and one additional half-course in Applied Psychology;
or
(c) the Ontario Specialist Certificate in Guidance.

Program of Study
Candidates may pursue this program on a full- or part-time basis.

The M.Ed. in Guidance and Counselling program is pursued under Option I (ten half-courses plus a comprehensive examination) for students commencing the program in the 1995 Summer Session or later.

The program, planned by the student in consultation with the faculty advisor, cannot be reduced because of guidance certificates held. Within the four half-courses required in Applied Psychology every program must include counselling and group theory and a practicum experience. Arrangements regarding a practicum placement must be made in consultation with the Coordinator of Internship and Counselling Services by May 15 (preferably earlier) prior to taking course 1203 Practicum in Counselling.

Students are advised to check prerequisites for each course before selecting their program. Prerequisites are listed with the course descriptions.

MASTER OF EDUCATION IN COUNSELLING PSYCHOLOGY (A)
For Educational Settings

The primary purpose of this program is to provide individuals with the opportunity to learn and develop counselling skills appropriate for a variety of work settings. Students will be encouraged to develop their courses and practicum learning experiences to suit their own goals. Examples of the type of goals for which suitable programs could be developed are adult counselling, college and university counselling centres, career counselling, geriatrics counselling, multicultural counselling, and community mental health centres.

Admission Requirements
(a) a three-year University of Toronto bachelor's degree, or its equivalent; or a four-year University of Toronto bachelor's degree, or its equivalent, from areas other than psychology, completed with standing equivalent to a University of Toronto mid-B or better.
(b) at least one year of relevant experience.

Program of Study
The M.Ed. Counselling Psychology (A) program is pursued under Option I (ten half-courses plus a comprehensive examination) for students commencing the program in the 1995 Summer Session or later. Individual programs will be worked out by the student in consultation with a faculty advisor. Within the four half-courses required in Applied Psychology every program will contain counselling and group theory and a practicum. Arrangements regarding a practicum placement must be made in consultation with the Coordinator of Internship and Counselling Services by May 15 (preferably earlier) prior to taking course 1203 Practicum in Counselling.

In addition, it is highly recommended that students select an appropriate course in research methodology in consultation with their advisor.

Applicants with a four-year bachelor's

degree in psychology cannot apply to this program. They can apply only to the program M.Ed. in Counselling Psychology (B) for Psychological Settings.

MASTER OF EDUCATION IN COUNSELLING PSYCHOLOGY (B) For Psychological Settings

This program is limited to applicants who have a University of Toronto four-year bachelor's degree in psychology, or its equivalent, and who are interested in working in careers in psychological services. The M.Ed. (B) program is designed to meet the academic requirements for registration with the College of Psychologists of Ontario as a psychological associate, as well as to meet the needs of students who plan to apply to continue their studies through the Ed.D. in Counselling Psychology for Psychological Settings (B) program. (See the Ed.D. (B) program below.) However, admission to the M.Ed. (B) does not guarantee admission to the Ed.D. (B).

Please note: The M.Ed. (B), together with the Ed.D. (B) in Counselling Psychology for Psychological Settings, is designed to meet the academic requirements for registration as a psychologist with the College of Psychologists of Ontario.

Admission Requirement
A University of Toronto four-year bachelor's degree in psychology, or its equivalent, completed with standing equivalent to a University of Toronto mid-B or better.

Program of Study
The M.Ed. Counselling Psychology (B) program is pursued under Option I (ten half-courses plus a comprehensive examination) for students commencing the program in the 1995 Summer Session or later. Every program will include counselling theory and practicum, which will constitute at least the equivalent of four half-courses in Counselling Psychology. Arrangements regarding a practicum placement must be made in consultation with the Coordinator of Internship and Counselling Services by May 15 (preferably earlier) prior to taking course 1203 Practicum in Counselling.

In addition, it is highly recommended that students select an appropriate course in research methodology in consultation with their advisor.

Residence Requirements
Residence is required from September to April, which represents the Winter Session. (See definition of residence in "General Information" section.) Normally six half-courses are taken during this period. The remaining four half-courses can be undertaken on a full- or part-time basis.

DOCTOR OF EDUCATION

Counselling is an educational process aimed at helping individuals develop the skills and insights appropriate to increased interpersonal effectiveness and self-satisfaction. While considerable specialization of approach is possible within these programs, students are required to develop a familiarity with the general literature in educational counselling and psychotherapy and to acquire competence with a variety of assessment and intervention approaches.

There are two options at this level—the Ed.D. in Counselling Psychology for Educational Settings (A) and the Ed.D. in Counselling Psychology for Psychological Settings (B). They are distinguished from one another principally on the basis of the requirements for admission and the nature of the positions for which graduates will be prepared. The students attracted to each will differ significantly in terms of their backgrounds and interests; the options themselves, while centring on a common core of counselling courses, allow specialization in areas related to program development, coordination, and consultation or to the provision of an advanced level of counselling services to individuals.

Ed.D. in Counselling Psychology for Educational Settings (A)

Counsellor training in this option emphasizes, in addition to the advanced study of counselling theory and practice, the consideration of the role of the counsellor in the educational system, the acquisition of effective supervisory and consultative skills, and the development and assessment of student counselling services. Graduates of this program will be prepared to take leadership positions in the field of educational counselling, as educators in colleges and institutes of education, as directors and coordinators of school guidance programs, as specialists in the provision of counselling-related inservice training for school personnel, and as providers of advanced levels of personal counselling to school, college, and related populations.

This option will be especially attractive to individuals who have demonstrated a career commitment to the provision of guidance and counselling services in an educational setting. Students also have the option of organizing their program with some emphasis on multicultural studies. Consult the Department of Applied Psychology for guidelines about specific course offerings.

Admission Requirements
In addition to those requirements for admission to the Doctor of Education programs found in the "General Requirements" section, the Department of Applied Psychology specifies the following:

(a) The applicant must normally hold an M.Ed. degree with specialization in Counselling Psychology (A) or (B) or in Guidance and Counselling from the University of Toronto, or its equivalent, with standing equivalent to a University of Toronto B+ or better.
(b) The applicant must normally have had successful professional experience as a counsellor in an educational setting or in a related position.
(c) Applicants who hold an M.Ed. or other non-thesis master's degree must submit evidence of ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigorous manner. Examples of such evidence include a high-quality project report or a Qualifying Research Paper.

Program of Study
Students will plan their programs in consultation with a faculty advisor. All students are required to take courses related to the development of competence in counselling theory and practice and to the development of research skills. Students are required to take at least eight half-courses, five of which must be in Counselling Psychology.

Residence Requirements
Each student must remain in residence at OISE for one full year, and in addition serve a period of internship in an appropriate setting. Students may enrol on a part-time basis prior to their year of residence, and are encouraged to enter the year of residence within two years of admission to the program.

Internship Requirements
The internship is normally undertaken at the school or other place of employment from which the student has taken a leave for the year of residence. Other arrangements may be made in unusual circumstances. All internship arrange-

ments must be made in consultation with the Coordinator of Internship and Counselling Services in the Department of Applied Psychology. While interning, students must undertake specific projects and seminars chosen in consultation with their faculty advisor.

Thesis
All students must develop, complete, and defend in an oral examination a doctoral dissertation. The content of such dissertation research may address theoretical issues applicable to counselling concerns and practice, relate to the development of programs in a variety of educational or applied settings, or in some other way contribute to the development and practice of counselling psychology.

Ed.D. in Counselling Psychology for Psychological Settings (B)

The principal emphasis in this option is on the development of an advanced level of the counselling and assessment skills appropriate to an understanding of individuals and the tactics for bringing about appropriate change in their behavior and in their lives. In addition, students are expected to acquire the ability to consult appropriately with other professionals in the community, to plan and evaluate programs for the delivery of counselling and related services, and to design and carry out counselling-related research. Graduates of the program will be prepared to assume a variety of positions in education and in the community, including faculty positions in counsellor training programs, professional positions in agencies offering psychological services, and counselling positions on the staff of university or college counselling centres.

Admission Requirements
The Department of Applied Psychology specifies the following:
(a) a University of Toronto four-year bachelor's degree in psychology, or its equivalent, with at least six full psychology courses;
(b) normally, a University of Toronto M.Ed. degree with specialization in Counselling Psychology (B), or its equivalent, with standing equivalent to a University of Toronto B+ or better.
Students with a four-year bachelor's degree in psychology who commenced the M.Ed. (A) program prior to the 1995 Summer Session may also be eligible to apply for admission. Those who have the equivalent course requirements but lack the internship requirement of the M.Ed. (B) program may be admitted under the condition that this requirement will be included in the doctoral program.
Applicants who hold an appropriate master's degree in psychology or a closely related area may be admitted to the Ed.D. (B) program. Applicants who hold an M.Ed. (B) or other non-thesis master's degree must submit evidence of ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigorous manner. Examples of such evidence include a high-quality project report or a Qualifying Research Paper.

Program of Study
Students will plan individual programs in consultation with a faculty advisor.

Five areas of essential content for a professional training program in counselling psychology have been specified by the Counselling staff: counselling and psychotherapy, assessment, statistics and research design, psychometrics, and ethics and professional issues. The courses covering these areas are required.

If a student has completed the M.Ed. (B) degree, eight half-courses will be required.

Students must take at least the equivalent of five half-courses in Counselling Psychology.

Residence Requirements
A two-year residency is required of students entering the Ed.D. (B) program.

Internship Requirements
All students are required to participate in three units of internship experience, each unit comprising 400–500 hours of supervised experience accumulated part-time during the academic year or full-time during the summer. One unit may be waived on the basis of previous experience. Students entering the Ed.D. (B) program will undertake their first internship during their first year in residence. All internship arrangements must be made in consultation with the Coordinator of Internship and Counselling Services in the Department of Applied Psychology. Students should plan to contact the Coördinator by May 15 (preferably earlier) of the year in which they are accepted in order to arrange the best match between student needs and field placement availability.

Thesis
All students must develop, complete, and defend in an oral examination a doctoral dissertation. The content of such dissertation research may address theoretical issues applicable to counselling concerns and practice, relate to the development of programs in a variety of educational or applied settings, or in some other way contribute to the development and practice of counselling psychology.

Examinations
In addition to normal course requirements, students will be examined systematically in general psychology and in professional psychology. The examination will normally be taken during the second year of residence. The section on general psychology will require that the student demonstrate an understanding of the underlying principles and basic knowledge in counselling-relevant sections of each of four areas of general psychology: the biological bases of behavior, the social bases of behavior, the cognitive/affective bases of behavior, and individual differences. A reading list defining the required areas of knowledge is available.

The section on professional psychology is a comprehensive examination in the five areas of professional training: counselling and psychotherapy, assessment, statistics and research design, psychometrics, and ethics and professional issues.

SCHOOL PSYCHOLOGY DIVISION

The School Psychology Division offers programs in two focus areas: School and Child-Clinical Psychology; and Applied Developmental Psychology.

FOCUS ON SCHOOL AND CHILD-CLINICAL PSYCHOLOGY

MASTER OF ARTS

The School and Child-Clinical Psychology programs offer the M.A. and Ph.D. degrees. Both provide theoretical and professional training in preparation for psychological work with children in schools, clinics, and research settings. The programs are designed to guide the student from a general grounding in this area of psychology to more intensive training in such areas as assessment and psychotherapy with children, school consultation, prevention, the psychology of exceptional learners, and early childhood applications.

Admission Requirements
Admission to the two-year M.A. program normally requires a preparation equivalent to the University of Toronto

four-year bachelor's degree in psychology with a B+ average or better. Those with a three-year bachelor's degree in psychology must take a fourth year of relevant study before applying to the M.A. program.

Program of Study
The M.A. program requires the completion of twelve half-courses and the submission of a satisfactory master's thesis. These courses include practicum components in both the first and second years, which consist of field practica one day per week plus course-related practice in assessment. Courses in the following areas are required: ethics; psychopathology; child development; intervention in school psychology; psychological assessment; research methods; and cognitive/affective or social foundations. An additional two half-courses are elective.

The program planning committee will annually prepare a list of the courses that may be used in fulfilment of these requirements.

DOCTOR OF PHILOSOPHY

Like the master's program above, this program is intended to prepare the student for psychological work with children in schools, clinics, and research settings. Graduates of this program would assume positions of greater professional and administrative responsibility than would graduates of the master's program. They would be engaged in activities that put a premium on the knowledge of psychological principles and the ability to use them in a systematic way.

Admission Requirements
Students intending to proceed to the doctoral degree should normally enter with the University of Toronto four-year bachelor's degree in psychology or its equivalent, and with the two-year M.A. (School and Child-Clinical Psychology) described above, completed with a B+ average or better. However, a limited number of outstanding students holding an appropriate master's degree in psychology from elsewhere may be admitted to a two-year doctoral program.

A student accepted into the Ph.D. program having already earned from another university a master's degree in applied psychology that is not considered to be equivalent to the M.A. (School and Child-Clinical Psychology) program will be required to take a three-year doctoral program with a minimum of twelve half-courses. The first year will be designed individually to provide the student with training equivalent to that received by our own students in their two-year M.A. program.

Program of Study
Students entering a two-year Ph.D. will be required to complete a minimum of eight half-courses and an internship placement. The internship requirement is 2000 hours at an approved training centre—either a full-time placement for one year or a half-time placement for two years. The course requirements are as follows:
(a) three approved half-courses in psychological assessment and intervention;
(b) a two half-course minor;
(c) one half-course in cognitive/affective and social foundations, in the area *not* selected for master's degree requirements;
(d) one half-course in central nervous system processing and learning;
(e) one half-course in history and systems of psychology.

The program planning committee will annually prepare a list of the courses that may be used in fulfilment of these requirements. *Note that not every course is offered every year.*

Students whose master's-level electives would satisfy doctoral requirements may substitute electives accordingly.

In addition, all students proceeding to a Ph.D. degree in School and Child-Clinical Psychology are required to complete a dissertation. Comprehensive examinations in core areas of psychology and professional specialization are also required.

FOCUS ON EARLY CHILDHOOD

The M.Ed., Ed.D., M.A., and Ph.D. programs in the Early Childhood area of specialization are closed to new admissions for 1995/96.

FOCUS ON APPLIED DEVELOPMENTAL PSYCHOLOGY

The focus on Applied Developmental Psychology offers specializations in three areas:

- —Special Education: Language and Learning Disabilities
- —Adult Learning and Special Needs
- —Adaptive Instruction (interdepartmental specialization with Curriculum)

Special Education: Language and Learning Disabilities

This specialization addresses the developmental and educational needs of children who require significant modification to the learning environment. Students develop a broad understanding of developmental diversity and the variety of educational strategies that make learning accessible to children with special needs. Courses foster students' knowledge and understanding of the development of language and communication from the earliest precursors of interpersonal communication to sophisticated skills in reading and writing, and examine appropriate assessment and intervention strategies. They address theory and practice in learning disabilities and language and communication disorders.

Adult Learning and Special Needs

This specialization is designed to serve those working with adults with special needs in a variety of settings, such as community colleges, universities, literacy programs, and community residential, vocational-training, and recreational agencies. Topics that are stressed include learning difficulties and disabilities, assessment, counselling, instruction, language and literacy, and transition to the workplace.

Adaptive Instruction

This interdepartmental specialization between the departments of Applied Psychology and Curriculum is concerned with issues such as:

—individual differences in the classroom: the study of delivery models, the resources to support teachers, individual differences in learning and development, and the adaptation of instruction to meet the needs of children in the classroom;

—reading and reading disability: classroom-based aspects of reading, reading disability, reading in a second language, and research in the acquisition of normal and exceptional reading abilities.

Note that the courses included in the Adaptive Instruction specialization carry numbers that begin with 4 (master's level) and 5 (doctoral level).

MASTER OF EDUCATION

The M.Ed. program is designed primarily for those with teaching qualifications and experience who are working in the school system or in early childhood education settings, and for professionals working in community literacy programs and special needs offices in postsecondary institutions. In certain circumstances, however, students without these backgrounds may also enrol in the program provided they have had relevant professional experience.

The program is pursued under Option I (ten half-courses plus a comprehensive examination) for students commencing the program in the 1995 Summer Session or later. One of the courses is compulsory: 4293 Interpretation of Research in Applied Developmental Psychology and Adaptive Instruction. The program may be undertaken on a part-time or full-time basis.

For students who have an Ontario Teacher's Certificate, certain courses have been granted equivalence for Part I and/or Part II of the program leading to the Ontario Ministry of Education Specialist Certificate in Special Education. Students should consult their faculty advisors and the Student Handbook regarding which courses are accepted for these additional qualifications.

MASTER OF ARTS

A research option and a clinical option are available in order to serve students with different backgrounds and career goals. Both options have the same compulsory core courses: 4293 Interpretation of Research in Applied Developmental Psychology and Adaptive Instruction; and 1274 Research Planning in Applied Developmental Psychology.

Research Option (A)

This program is designed for students who wish to pursue a career in research, university teaching, administration, and related activities. The usual entrance requirement is a relevant four-year bachelor's degree in arts, science, or a helping profession. Applicants with a relevant three-year bachelor's degree must take a fourth year of appropriate study before applying for admission to the program.

The program comprises six half-courses (including the core courses listed above) and a thesis. It may be undertaken on a full- or part-time basis. The program is *not* designed to satisfy the academic components of the requirements for registration as a psychological associate with the College of Psychologists of Ontario.

Clinical Option (B)

This program is designed for students wanting to pursue a research career or clinical work in a variety of settings providing psychological services. Admission requirements include a University of Toronto four-year bachelor's degree in psychology or its equivalent with full courses in three of four substantive areas in psychology: biological bases of behavior; cognitive-affective bases of behavior; social bases of behavior; and individual differences. Accepted applicants lacking courses in specific areas may be required to take additional courses as part of the M.A. program.

The program has a one-year residence requirement and comprises eight half-courses and a thesis. In addition to the core courses listed above, students will be required to take 1219 Ethical Issues in Applied Psychology and 1277 Seminar and Practicum in Applied Developmental Psychology, and to choose from specific courses in developmental psychology/psychological theory, assessment, and intervention. Arrangements regarding practicum placements should be made in consultation with the Coordinator of Internship and Counselling Services during registration week in September.

The requirements of the program are designed to satisfy the academic components of the requirements for registration as a psychological associate with the College of Psychologists of Ontario.

DOCTOR OF EDUCATION

The Ed.D. program is intended primarily for educators who have demonstrated their practical capabilities in a variety of educational settings and who intend to continue their professional careers as field-oriented leaders. Applicants with a University of Toronto master's degree in Applied Developmental Psychology or equivalent (including Instruction and Special Education) who wish to proceed to doctoral studies will be considered for admission to the Ed.D. program. Applicants with a master's degree in other specializations in Adult Education, Applied Psychology, or Curriculum will also be considered. The equivalent of a University of Toronto A– average in the master's degree is ordinarily required for admission.

The program comprises eight half-courses plus an internship and a thesis. Although courses may be taken on a full-time or part-time basis, there is a one-year residency requirement that must be fulfilled at some point within the program. The two required courses are 5280 Research Seminar and Thesis Planning in Applied Developmental Psychology and Adaptive Instruction and a qualitative or quantitative research course.

DOCTOR OF PHILOSOPHY

The Ph.D. program emphasizes knowledge in the several disciplines related to theory building in the area of applied developmental psychology. Theory is related to practice and research skills.

A research option and a clinical option are available in order to serve students with different backgrounds and career goals. Both options have the same compulsory core course—5280 Research Seminar and Thesis Planning in Applied Developmental Psychology and Adaptive Instruction—and require that students take a quantitative research course and choose from a specific set of courses in psychological theory, assessment, and intervention.

Research Option (A)

This program is designed for students who wish to pursue a career in university teaching and research that requires advanced skills in research and evaluation. Applicants must have a relevant four-year bachelor's degree and a master's degree in Applied Developmental Psychology or its equivalent (including Instruction and Special Education), counselling, adult education, curriculum, or a helping profession such as speech pathology, nursing, social work, physiotherapy, or occupational therapy. Ordinarily the equivalent of a University of Toronto A– standing in the master's degree is required for admission.

The program must begin with a two-year residence period and comprises six half-courses (including the course requirements listed above), a comprehensive examination, and a thesis. The program is *not* designed to satisfy the academic components of requirements for registration as a psychologist with the College of Psychologists of Ontario.

Clinical Option (B)

This program is designed for students wanting to pursue a career in university teaching and research or clinical work in a variety of settings providing psychological services. Applicants must have a four-year bachelor's degree in psychology or equivalent and a University of Toronto M.A. degree in Applied Developmental Psychology (Clinical Option) or its equivalent. Ordinarily the equivalent of a University of Toronto A– standing in the master's degree is required for admission.

The program must begin with a two-year residence period and comprises eight half-courses (including the course requirements listed above), an internship, a comprehensive examination, and a thesis. Arrangements regarding internships should be made in consultation with the Coordinator of Internship and Counselling Services during registration week in September. The requirements of the program are designed to satisfy the academic components of the requirements for registration as a psychologist with the College of Psychologists of Ontario.

ELECTIVE COURSES

Students not enrolled in the regular programs already described may, by arrangement with the Department of Applied Psychology, enrol in a maximum of two half-courses. In exceptional cases, students may enrol in more than two half-courses by arrangement with their advisor, the Department of Applied Psychology, and the instructor of the course under consideration.

COURSES

All continuing students must submit pre-enrolment forms for course selection by April 13. Maximum enrolment may be reached in some courses well before this date.

A course is identified with this department when the first two digits in the course number are 12 or 32, or 42 or 52 (Adaptive Instruction specialization).

EDT1200 H Introduction to Educational Psychology

Analysis and application of principles of learning, motivation, and social behavior in school situations.
A. Cole

EDT1201 H Child and Adolescent Psychology

The factors involved in child development (preschool period, early school years, intermediate years, adolescence) and the problems of each period. The preventive and remedial phases of mental health.
P. Gamlin and staff

EDT1202 H Theories and Techniques of Counselling

An appraisal of a number of basic theories of counselling and approaches to inducing client change. Extensive use will be made of a variety of video and audio materials to illustrate the topics under consideration.
Full-time Guidance and Counselling students may take 1202 concurrently with 1203. Counselling students will have priority for enrolment in this course.
Staff

EDT1203 Y Practicum in Counselling

Sequenced skill training, with extensive counselling simulation and supervision of practice in a field setting. In addition to regular class meetings and time spent in individual supervision with the instructor, M.Ed. students in Counselling are required to be in attendance one full day per week at their practicum setting. Some students may spend two full days in their practicum setting. All full- and part-time students must arrange their practica in consultation with the department's Coordinator of Internship and Counselling Services. Continuing students should plan to contact the Coordinator by April 15, and new students by May 15, in order to arrange the best match between student needs and field placement availability. The Counselling committee reserves the right to make any final decisions when questions arise concerning the placement of a student in a setting.
Note: Practicum plus class work during the Summer Session takes five full days per week.

Note: All counselling practica must be done through OISE. Practica done at other universities may not be considered as substitutes.
Prerequisite: 1202, for Counselling students only. Full-time Counselling students may take 1203 concurrently with 1202.
M. A. Guttman, V. Darroch-Lozowski, and staff

EDT1205 H Individual Intellectual Assessment

Theories of intelligence; observation and discussion of the administration and interpretation of the Revised Stanford Binet, the Wechsler Intelligence Scale for Children, and the Wechsler Adult Intelligence Scale; and an introduction to some other tests of intellectual abilities. Includes a practicum in group test administration.
Prerequisite: Permission of instructor.
Staff

EDT1206 H Proseminar in Cognition

An introduction to the history and basic ideas of cognitive science with an emphasis on applications. Faculty members working on cognitive research explain how their work is conceived, designed, and analysed. Students will work individually and collaboratively on designing, preparing, and presenting a piece of research that interests them.
K. Oatley

EDT1208 H The Counselling Relationship

This course aims to develop the skills of the trainee counsellor through increasing the ability of students to recognize, understand, and use counsellor's and client's experiences in the counselling relationship. Topics include the dyadic nature of the counselling relationship, transference, countertransference, client and counsellor differences, contextual effects on the counselling relationship, responses to "difficult" clients, and ethical issues.
N. Piran

EDT1210 H Practitioners' Experienced Knowledge

A course for experienced practitioners to learn to bring out, share, and apply their experienced knowledge of their practice. Students engage in exercises to identify their learning styles, their implicit theories, and their personal images. This knowledge is shared and applied in creative problem-solving groups. Not open to doctoral students.
D. Hunt

EDT1211 H Psychological Foundations of Early Education

The purpose of the course is to identify the psychological foundations of program/practice in early education in programs for children of 4 to 7 years, and to analyse the issues associated with the different resulting educational perspectives. The historical-theoretical roots of early education and associated views of the learner, research related to current issues, and selected features of current practice will be explored.
Staff

EDT1212 H Psychological Aspects of Counselling and Teaching New Canadians

The overall aim of this course is to provide a background of knowledge obtained both inside and outside the classroom to aid in teaching and counselling immigrants or New Canadians. Readings and discussions on psychological aspects of prejudice, stereotyping, culture conflict, culture shock, attitudes toward New Canadians, psychological testing, nonverbal communications, values, identity crisis, problems in transition, and programs and techniques that can be utilized to ease the transition of New Canadians.
Prerequisite: Permission of instructor.
Staff

EDT1213 Y Intercultural Practicum

The purpose of the practicum is to allow students in the multicultural focus to gain experience in various cultural settings. Students will meet with faculty to discuss these experiences. A wide range of settings in cross-cultural counselling and more generally in intercultural education are available. An emphasis will be placed on the acquisition of skills that sensitize students to other cultures. In addition, skills in conducting applied research in a multicultural context will be developed.
P. Gamlin

EDT1214 H Research Seminar in Multicultural Studies

The course is designed to enable students to do extensive, in-depth analysis of a particular area of interest in multicultural studies. Students are required to review the literature in the area of teaching, counselling, or other form of helping relationship with a particular ethnic group, or ethnic groups in general. Students also do fieldwork to collect data ranging from interviewing and visiting ethnic neighborhoods to videotape analysis. The course has a research and applied focus. Students demonstrate how their research can be applied to teaching, counselling, or other helping relationship with minority groups or New Canadians.
Prerequisite: Permission of instructor.
Staff

EDT1216 H Psychoeducational Assessment

Theory and practicum in psychological assessment techniques applied in school settings. Individual intelligence testing, with emphasis on the Wechsler Intelligence Scale for Children-III, as well as educational testing, and tests of special abilities and adaptive behavior. Assessment of culturally different and exceptional children.
Prerequisite: This course is normally limited to students in the School Psychology program. Others by permission of instructor only.
T. W. Humphries, J. Wiener, and D. M. Willows

EDT1217 H Behavior Management in Therapy and Education

A review of behavioral management and self-management theories and techniques applicable to clinical and school settings. Emphasis will be on developing skills in analysis of behavioral units and in establishing effective intervention contracts. Application of skills in a practical setting and a self-management project will be included.
Staff

EDT1218 H Seminar and Practicum in Therapeutic Intervention with Children

Examination and discussion of therapeutic interventions including individual and family therapy, problem-focused counselling, school- and group-based interventions, for children in school or clinical settings. School and Child-Clinical Psychology students only, ordinarily in the second M.A. year.
B. Schneider

EDT1219 H Ethical Issues in Applied Psychology

Ethical issues arising from psychological research and practice are examined with reference to historical, social, legal, and collegial influences. Standards regulating academic and professional conduct are studied, with cases drawn from a variety of settings to illustrate principles and related practices.
Staff

EDT1220 Y Seminar and Practicum in School Psychology

An introduction to the teacher consultation process focusing on assessment techniques based on classroom observation, joint problem formulation, and implementation of intervention strategies. Classroom observation will inform seminar discussions of basic concepts re-

lated to social-emotional climate and the teaching/learning process, including motivation, teacher expectations, teaching and learning stylesg, classroom dynamics, teacher–pupil interaction, self-esteem, etc. School Psychology students only. Ordinarily taken in the first year of the School Psychology M.A. program.
S. Miezitis

EDT1223 H Depression in the Schools: Assessment, Prevention, and Intervention

Multidimensional assessment and intervention models for working with depressed children and youth in the schools. Self-report as well as teacher observation and rating techniques for identifying at-risk children and youth; teacher-mediated and parent-mediated intervention approaches; group work for social-skill and self-esteem development. This course will include a practicum.
S. Miezitis

EDT1224 H Psychopathology of Infancy and Childhood

Consideration of the process of atypical behavior development in children, focusing on etiology, characteristics, and social, psychological, and educational consequences, as well as on potential for change. These aspects will be examined against the background of the normal personality development.
O. Weininger

EDT1225 H Practicum in Diagnostics and Psychotherapy

A practicum in diagnostics and/or psychotherapy, to be planned for each student in consultation with the instructor. Prerequisite: This course is limited to students in the School Psychology program who have completed 1216. Permission of instructor is required.
Staff

EDT1226 H Selected Problems in Educational Psychology

For first-year M.A. and Ph.D. students in Educational Psychology. Specialized study under the direction of a staff member on a topic chosen to reflect a current educational problem conceptualized in terms of the relevant disciplines and examined by empirical psychological means.
Staff

EDT1227 H Practicum in Educational Psychology

The purpose of the practicum is to help both M.Ed. and M.A. students understand how research can be important for classroom practice. M.A. students will work with M.Ed. students in the classroom and meet as a group to discuss this experience. A variety of research methodologies will be explored to clarify the relationship between applied and basic research. This investigation will yield procedures for conducting research in such a way that it is relevant to the needs of the school system and simultaneously makes a contribution to knowledge.
P. Gamlin and staff

EDT1228 H Individual and Group Psychotherapy: Family and Marital Counselling

This course will examine one of several contemporary models of psychotherapy for family and marital counselling.
Staff

EDT1229 H Individual and Group Psychotherapy for Counselling

Each year this course will examine a model of psychotherapy from among the following: Transactional Analysis, Gestalt, Psychodrama, Bioenergetic Analysis, and Family Therapy.
Prerequisite: Permission of instructor.
Staff

EDT1230 H Psychological Assessment of Infants and Preschool Children

This course will cover the assessment of young children's cognitive, emotional, motor, social, and language development. The Bayley, Griffiths, McCarthy,

and WPPSI tests will be covered in addition to some Piagetian and clinical techniques. General principles of assessment and report writing will be included. Students will do a practicum.
M. Lewis

EDT1231 H School-Based Social Competence Promotion

Concepts of social competence emerging from several theoretical perspectives are critically surveyed. The role of school psychologists in promoting social development is emphasized. The practicum provides experience either in the implementation of social skills training in schools or in the refinement of research in this area.
B. Schneider

EDT1232 H Psychoeducational Appraisal in Teaching Young Children

Theory and practice of classroom-based assessment and intervention; practicum in classroom observation of teaching and learning styles; factors related to pupils' social-emotional functioning. Experimentation with alternative strategies to enhance motivation and learning.
Prerequisite: Permission of instructor.
S. Miezitis

EDT1233 H Cognition and Instruction

This course examines applications of cognitive theory and research to problems of school learning and instruction. The emphasis is on recent advances that throw light on such areas of concern as reading and learning from texts, mathematical competence, learning in the sciences and social studies, problem-solving, motivation, and teaching practices. Ordinarily taken by students in their first year of the interdepartmental focus in Applied Cognitive Science.
C. Bereiter

EDT1234 H Foundations of Cognitive Science

This course examines the psychological and philosophical basis of cognitive science including such topics as the nature of mental representations, functionalist and computational theories of mind, intentionality, subjectivity, consciousness, and meta-cognition.
D. R. Olson and E. C. Olsen

EDT1235 H Research Strategies in School and Child-Clinical Psychology

This course is designed to assist the student who is considering a research topic or developing a research proposal. Considerable attention will be devoted to the science of reviewing and synthesizing previous literature in an area of knowledge. Issues in research design will be presented as they pertain to the student's intended research area in order to complement previous training. The elements of an effective research proposal are considered in detail.
B. Schneider

EDT1236 H Psychopathology for School and Child-Clinical Practice

This course familiarizes the student with the etiology, characteristics, and treatment of selected psychological disorders affecting school-age children. Specific attention is given to the role of school psychology personnel in the diagnosis and treatment of the disorders considered. Students will evaluate portrayals of psychological disorders to teachers, parents, and the general public.
B. Schneider

EDT1237 H Cognitive Development and Instruction

This course will cover the core issues in cognitive development from several theoretical vantage points, and trace the changes in children's thinking from early infancy to adolescence. Intervention and instruction will be related to developmental issues.
M. Lewis

EDT1238 H Special Topics in Applied Psychology

A course designed to permit the study (in a formal class setting) of a specific area of applied psychology not already covered in the courses listed for the current year. The topics will be announced each spring in the Winter Session and Summer Session timetables.

EDT1239 H Language of the Arts in Therapy and Teaching

Thinking is basically the way we describe and understand and interpret the stories of ourselves and others; repairing the basic image of rupture in humans through potentiating personal expressive modes. An articulation of the language of the creative arts (linguistic, pictorial, sculptural, musical, choreographic, etc.) is emphasized.
V. Darroch-Lozowski

EDT1240 H Examining the Teaching–Learning Process from an Aboriginal Perspective

This course will familiarize Native and non-Native students with the teaching–learning process from a traditional Native perspective. An emphasis will be given to "identity" development. Students will examine critical issues in Native education including: learning characteristics, curriculum development, and impact of self-governance in the creation of educational policy for Native students.
P. Gamlin

EDT1241 H Evaluating Methods in Early Education and Child Care

This course is a concept-oriented analysis of methods and research in early child care and educational settings. Problems of child care and the nature of early experiences in different settings are examined. The research methodology and strategies, process-interaction, and developmental status measures, along with programs and results of intervention factors, will be considered. Students will be expected to evaluate published studies on aspects of early childhood education or care, and to design studies (including pretests) concerning problems in early childhood.
A. J. Biemiller

EDT1242 H Developmental Patterns in Early Childhood and Elementary Years

This course examines major patterns of social, linguistic, and cognitive development from infancy to middle childhood. Topics include constructivist and social constructivist accounts of cognitive development; Vygotsky's theory of society, language, and thinking; the linguistic, cognitive, social, and metaphoric dimensions of language acquisition. Emphasis is placed on the relationships among cognitive, social, and linguistic lines of development and on their implications for how we think about children, educate them, and contribute to their development.
O. Weininger

EDT1243 H Seminar in Community Psychology and Community Development: Part I

The course surveys theories of community psychology and their relationship to community development. Consideration will be given to the relationship of theory to specific community contexts such as schools, social service or health agencies, etc. The course will formulate community issues in a critical perspective dealing with structures of class, gender, and race and their relationship to community development and fragmentation.
J. Quarter

EDT1244 H Seminar in Community Psychology and Community Development: Part II

A development of the topics in 1243.
Prerequisite: 1243.
M. S. Schneider

EDT1247 H Practicum in Adult Counselling (Pass/Fail)

This course must be taken in conjunction with 1203 Practicum in Counselling. The two courses may only be taken by students enrolled in Counselling programs. All students must arrange their practica in consultation with the department's Coordinator of Internship and Counselling Services.
M. A. Guttman

EDT1248 H Psychology of Sexism in Education and Related Methodologies

The course will focus on the ways that selection of research questions, conduct of research, and interpretation of findings in research on sex differences in cognitive, social, and emotional factors have perpetuated sexism in education at all levels. Emphasis on research methods will include examination of ways that some current researchers are breaking the self-perpetuating link between sexist attitudes and research and are developing new ways of understanding sex similarities and differences.
Staff

EDT1249 H Emotional Development

This course will review the major theoretical positions on emotional development, and then follow the child's social-emotional growth from birth through adolescence. The experience, expression, representation, and regulation of emotions will be examined with respect to universal developmental patterns as well as individual personality formation.
M. Lewis

EDT1250 H Fundamental Concepts of Psychosynthesis: Part I

This course is intended to introduce students to the fundamental concepts of Psychosynthesis. Psychosynthesis is an approach to counselling featuring the integration of the personality, and of the personality with the spiritual aspects of people. The course features experiential as well as didactic techniques.
Staff

EDT1251 H Fundamental Concepts of Psychosynthesis: Part II

This is a continuation of Psychosynthesis Part I. Students will be introduced to new ideas such as the notion of consciousness, duality, and unity and will explore in greater depth some of the major models introduced in Part I. The course will feature experiential as well as didactic techniques.
Prerequisite: 1250.
Staff

EDT1252 H Individual Reading and Research in Applied Psychology: Master's Level

Specialized study, under the direction of a staff member, focusing upon topics that are of particular interest to the student but are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.

EDT1253 H Feminist Issues in Counselling Psychology and Psychotherapy

The course examines the models of human functioning that underlie approaches to treatment and helping services provided for women, with particular attention to socio-historical context. The first part of the course deals with traditional images of women in Western culture, particularly as evidenced in psychology, psychiatry, and psychoanalysis. The second part explores feminist models of human functioning and associated helping services, especially non-sexist and feminist therapies.
L. Stermac

EDT1254 H The Social Construction of Human Sexuality As It Relates to Sex Education

The attitudes and beliefs that form the foundation of our experience of sexuality are examined in this course, with

particular attention to power relationships that are played out in gender issues. The ways in which the sexual information needs of people of all ages can be addressed through both formal and informal education are discussed.
M. S. Schneider

EDT1257 H Females' Psychological Development

Both traditional and modern theories of aspects of human psychological development pertaining to females are critically examined. Special emphasis is placed on the work of such feminist thinkers as Jean Baker Miller, Nancy Chodorow, Dorothy Dinnerstein, Irene Stiver, and Janet Surrey in promoting profound shifts in the ways that females' mental health and expected course of emotional and cognitive development are described and promoted.
Staff

EDT1259 H Child and Family Relationships—Implications for Education

This course has a dual focus: consideration of theory/research related to child–parent relationships and family influences on child development, and application of this literature in examining current child care/education policy and program initiatives.
Staff

EDT1261 H Group Work in Counselling

Presentation of models of group work processes, as well as of current theory applicable to group work in counselling. Students will be expected to develop a catalogue of skills and ideas useful in the school setting, and to develop communication skills essential to group work. For students enrolled in Counselling programs only.
Staff

EDT1262 H Educational and Psychological Testing for Counselling

A survey of standardized tests typically used by counsellors in schools, community colleges, and other settings. Topics included are: a review of the basic concepts in tests and measurement; criteria for evaluating educational and psychological tests; rationale underlying the development of various tests; and practice in administration of tests and interpretation of test results. Individual intelligence scales and projective techniques are beyond the scope of this course.
S. A. Alvi

EDT1263 H Research Methods in Counselling Psychology

This course is designed for those who have selected Option II of the M.Ed. program in Counselling or who are enrolled in the M.Ed. (B) Counselling program. Quantitative and qualitative alternatives in the design and conduct of counselling research will be examined. Limitations on research from practical and ethical considerations will be addressed. Students will be introduced to library, computer, and consulting resources within OISE and will participate in the design, execution, and reporting of a group research project.
M. S. Schneider

EDT1266 H Career Counselling and Development: Transition from School to Work

This course aims at preparing the counsellor for an expanded role in career guidance. It deals with all major aspects of career development. The topics covered are: social and economic context, theories of career development, the role of information, assessment of career development, career guidance programs, and recurring issues in career guidance.
S. A. Alvi

EDT1267 Y Advanced Practicum in Counselling

A continuation of 1203, designed primarily for M.Ed. students.

Prerequisite: 1202, 1203, and permission of instructor.
Staff

EDT1268 H Career Counselling and Development: Transitions in Adulthood

This course will focus on the theories of career development and counselling techniques to deal with major career transitions. Topics will include mid-life career changes, career psychology of women, career planning and development in the workplace, relocation counselling, and retirement and leisure counselling.
S. A. Alvi

EDT1273 H Psychology of Disability and Empowerment

This theoretical and practical course is intended to encourage students to explore the issues involved in thinking about empowerment and disability. The phenomena referred to by such terms as "disability," "impairment," "integration," "professionalism," and "empowerment" are examined in class seminars through the analysis both of selected readings and of the experience of working with a disabled partner throughout the course. The course is suitable for any educator wanting to understand the experience of being handicapped and the barriers to empowerment those with handicaps must face.
P. Lindsay

EDT1274 H Research Planning in Applied Developmental Psychology

The purpose of the course is to promote skills in planning and conducting theoretically motivated and field-based research. Research designs combining theory with practice will be emphasized. Clarity of written expression both in research proposals and in final research reports will be required. A key feature will be the unique blend of field-oriented issues and theoretical knowledge necessary to conduct successful research in applied developmental psychology.
P. Lindsay, C. R. Musselman, and L. Siegel

EDT1277 H Seminar and Practicum in Applied Developmental Psychology

Examination and discussion of professional issues, activities, and relations associated with the practice of applied developmental psychology in a variety of settings, including the school system, community mental health centres and literacy programs, early childhood education settings, and special needs offices at the postsecondary level. The course includes a practicum that will provide experience and the opportunity to discuss strategies for applying principles of developmental psychology in different settings, professional consultation and collaboration, program modifications, and the design of treatments based on psychological principles, case conferencing skills, and ethical considerations.
T. W. Humphries

EDT1281 H Psychology and Education of Children and Adults with Developmental Handicaps

The identification and etiology of developmental delay and the intellectual/ social development of developmentally delayed people. Issues of mainstreaming and segregation; curriculum-based, computer-assisted instructional procedures; programs for parents and adults.
Staff (offered as required)

EDT1282 H Psychology and Education of Deaf Children

Communication, psychological, and social issues in the education of deaf and hard-of-hearing individuals.
C. R. Musselman (offered as required)

EDT1284 H Behavior Disorders in Children and Adolescents

Psychological and educational characteristics of children and adolescents with behavior disorders with an emphasis on the interplay between constitu-

tional and environmental factors that contribute to these disorders. Research on current assessment and intervention procedures will be analysed.
J. Wiener

EDT1285 H Psychology and Education of Children with Learning Disabilities

Characteristics of children with learning difficulties, their identification, and suggested remedial programs. Emphasis is placed on the concept of learning disability and on the educational implications of research literature in the field.
T. W. Humphries and L. Siegel

EDT1286 H Psychology and Education of Adolescents and Adults with Learning Disabilities

Psychological and educational characteristics of adolescents and adults with learning disabilities with an emphasis on the interplay between constitutional and environmental factors that contribute to these disabilities and enable optimal functioning. Current intervention approaches used in educational, community, and work settings will be critically evaluated.
J. Wiener

EDT1290 H Psychology and Education of Autistic Children

This course offers a review of theories of the nature of autism, its causes, its treatment, and the assumptions underlying these theories. The relationship to other types of exceptionality is emphasized, and programs for autistic children are reviewed and evaluated, especially those within educational settings.
Staff (offered as required)

EDT1298 H Visually Handicapped Children and Youth

This course provides students with an overview of issues central to the education of visually handicapped children, along with practical experience; and develops individual research projects to be pursued by students in the general area of the course.
Staff (offered as required)

EDT1299 H Language, Assessment, and Intervention

The course will consider typical and atypical patterns of language acquisition, including the development of interpersonal communication and literacy. Various approaches to teaching language will be examined, as well as the communication needs of disabled learners in educational settings.
C. R. Musselman

RESEARCH SEMINARS AT THE DOCTORAL LEVEL

The following research seminars are intended primarily for doctoral students in the Department of Applied Psychology. Basic research in the area of specialization is reviewed with a particular emphasis on the formulation of testable hypotheses that may lead to a contribution to the educational psychology field.

EDT3200 H Research Seminar on the Cognitive Processes in Education

An examination of knowledge—its representation, acquisition, and maintenance in memory. Topics include models of semantic memory, perception, attention, reading, aspects of language comprehension, learning, memory and its development, and individual differences in cognition.
Staff

EDT3202 H Advanced Practicum in School Psychology

Study of core areas of school psychology. Second-year doctoral students, under faculty supervision, will supervise M.A. students in 1216, 1220, and 1221. In addition, students will undertake advanced consultative and research projects involving the broad application of psychological principles to the school situation. Open only to

doctoral students in School Psychology. Prerequisites: 1216, 1220, and 1221.
S. Miezitis and O. Weininger

EDT3203 H Children's Theory of Mind

Children's theory of mind underlies their ability to explain and predict human behavior, by attributing mental states, such as beliefs, desires, intentions, and emotions, to themselves and to other people. The course examines recent research in this new field, which unites cognitive, linguistic, and social development. The age range considered is infancy to early adolescence, with an emphasis on the preschool period.
J. W. Astington

EDT3205 H Research Methods in Applied Psychology

This course focuses on the four quantitative research methods most frequently used in psychology (observation, experiments, questionnaires, and semi-structured interviews) as well as their rationales and the implications of their use. The four main statistical methods of analysis—chi-square, analysis of variance, correlation, and regression—will be reviewed and applied to specific pieces of research. The preparation and writing of a dissertation proposal will be addressed.
K. Oatley (offered in alternate years)

EDT3206 H Research Seminar in Development in Early Childhood

An examination of certain conditions during the infancy and toddler period of development that will have an impact on later behavior. Normal attachment development is studied with a view to recognizing deviations from it, and research literature focusing on this early period is explored with particular emphasis on attachment theory.
O. Weininger

EDT3208 H Research Seminar in Adolescent Development

This seminar is presented from a psychoanalytic point of view and covers the areas of emotional and affective processes; intellectual development and creativity; adolescent values, attitudes, and changing customs; psychological changes during the adolescent years.
O. Weininger

EDT3209 H Psychology of Language and Literacy

This course examines current research on psycholinguistics including syntax, semantics, and pragmatics. Topics considered are language development, language comprehension, language production, and language and literacy, as well as the role of linguistic processes in perception, thinking, and instruction.
Prerequisite: Permission of instructor.
D. R. Olson

EDT3210 H Research Seminar in Social Psychology in Education

Organized around the ideas of persons-in-relation and mutual adaptation, this course attempts to consider what conceptions and methods are required in order to take a truly social-psychological perspective that involves two persons or more. Examples are drawn from teacher–student, counsellor–client, and parent–child transactions. Students are encouraged to try out a persons-in-relation perspective on their own research ideas.
Open to doctoral students only. Required for doctoral students in the Focus on Teaching program.
D. Hunt

EDT3214 H Central Nervous System Information-Processing and Children's Learning

The relation between central nervous system organization and development and intellectual and cognitive skills is investigated, as are organizational dysfunctions and subsequent psychological impairment of learning processes.
Prerequisite: Permission of instructor.
O. Weininger

EDT3215 H Seminar in Counselling Psychology: Part I

Theories of counselling and psychotherapy are examined within a framework of current issues in psychology and are addressed through a constructive-developmental approach.
M. N. Eagle

EDT3216 H Seminar in Counselling Psychology: Part II

Research, and a variety of research issues, in counselling and psychotherapy are examined. Students are required to demonstrate mastery of at least one area of research in counselling or psychotherapy through an in-depth analysis and critique of that area.
Staff

EDT3217 Y Practicum in Counselling Psychology

A course aimed at the further enhancement of counselling skills through the integration of clinical experience and research.
Prerequisite: Permission of instructor is required of all students other than those in Counselling Psychology.
N. Piran and staff

EDT3218 H Research Seminar in Counselling

A weekly seminar focusing on design and methodology in counselling and psychotherapy research. Students will analyse and redesign representative studies in the counselling literature. Each student will design a study or research program based on a thorough review of a particular counselling research area. It is expected that the review and research design will serve as a basis for a dissertation proposal for many students.
Prerequisite: 3216, and completion of a preliminary review of the literature of an identifiable topic of interest that would be part of the doctoral thesis process.
Staff

EDT3220 H Analysis of Learning Tasks

A general introduction to problems of instructional design, viewed within an information-processing framework. Brief training is given in both classical (hierarchical) and modern (process-structural) approaches to task analysis. Each time it is offered, the course focuses on a different instructional problem.
C. Bereiter

EDT3221 Y Dynamic Assessment and Instruction Applied to Multicultural Contexts

This full-year course familiarizes students with the theoretical framework of L. S. Vygotsky, focused on children's learning strategies and on the socio-instructional dynamics that foster strategic/intentional learning. Vygotsky's concept of the zone of proximal development is central to research in this area. Zone theory is discussed in the context of traditional cognitive strategies research and in terms of its practical applications. In particular, dynamic-functional assessment procedures are contrasted with those of more traditional norm-referenced model, considering needs of ethnically diverse populations.
Prerequisite: Permission of instructor.
P. Gamlin

EDT3222 H Analysis of Teaching Strategies

In the applied focus of this course, direct consideration will be given to practice, analysis, and observation of teacher performance, to basic teaching strategies, and to exploration of the strategies in terms of classroom interaction, teacher training, supervision, and classroom research. The theoretical focus addresses social learning, modelling, practice, and feedback variables in teaching. This course is appropriate for anyone interested in teaching.
Prerequisite: Permission of instructor.
Staff

EDT3223 H Psychoeducational Consultation: Effecting Change in the Schools

Theory and practice in visualizing and initiating change in educational settings. Dynamics of consultant and consultee relationships. Preventive models of service delivery based on collaborative problem-solving approaches. Analysis of practicum experiences in school or other settings of students' choice. Prerequisite: Permission of instructor.
S. Miezitis

EDT3224 H Individual Personality and Educational Assessment: Part I

This course provides advanced graduate students with knowledge relating to the theory and practice of personality assessment. Several personality tests, objective and projective, will be considered. Specific consideration will be given to the use and interpretation of the Rorschach technique within the framework of specific theories of personality and methods of scientific inquiry.
Staff

EDT3225 H Individual Personality and Educational Assessment: Part II

This course is a continuation of 3224. Selected personality tests, objective and projective, will be examined in greater depth, and interpretation of those tests will be related in some detail to selected theories of personality and psychopathology.
Staff

EDT3227 H Play and Education

A series of seminars dealing with the definition of the term "play" and its relation to both psychological and educational processes in the young child. The history of play will be examined in relationship to various theories concerning the need children have to play, the functions of play, and their relationship to psychological, social, cognitive, emotional, and physical development.
O. Weininger

EDT3229 H Cognition and Emotion in Development

After a review of theoretical perspectives on emotion, cognition–emotion interaction and the development of this interaction over the lifespan will be discussed. Contemporary approaches to modelling development will be introduced. Clinical and educational implications will be discussed, including emotional constraints on cognition and learning, individual differences in emotion, and the development of personality and psychopathology.
M. Lewis

EDT3231 H Object Relations Theory

This course will focus on the developmental framework proposed by Melanie Klein, covering the paranoid schizoid and the depressive positions and the early oedipal. Cases will be presented and discussed.
O. Weininger

EDT3233 H Research Seminar in Career Development

This course will familiarize students with research developments in vocational theory and practice. It will also attempt to examine new programs in career development and career counselling. This course will have an applied-research and a practice focus for both Ph.D. and Ed.D. students.
S. A. Alvi and M. A. Gutttman

EDT3234 Y Research Seminar in Multicultural Studies

This course will familiarize students with current issues in multicultural studies. Particular emphasis will be given to understanding the rhetoric of quantitative and qualitative research. The course is appropriate for students considering a dissertation proposal in intercultural studies as well as for students wishing to become knowledgeable in this area. A weekly seminar will focus on design and methodology in multicultural research. Students are

required to demonstrate mastery of at least one area of research related to multicultural studies. They will review, analyse, and redesign representative studies in the multicultural literature. It is expected that for many students the review and research design will lead to the development of thesis proposals.
P. Gamlin

EDT3235 H Current Developments in Psychoanalysis: Self Psychology

This course focuses on the work of current psychoanalysts whose orientation is self psychology and the theory of intersubjectivity. Authors include Kohut, Basch, Stolorow, Wolf, Brandchaft, and Schwaber. Topics include empathy, intersubjectivity, transferences and countertransferences in the treatment of disorders of the self, and treating difficult patients. The course will be useful to those who plan to counsel students in an educational setting.
Staff

EDT3236 H Use of Guided Imagery in Counselling and Psychotherapy

This is an advanced-level course for students in Counselling programs. Students will study the principles and laws of imagery and receive practice and supervision in using Guided Imagery as a therapeutic tool. A background in Psychosynthesis or a familiarity with imagery as a tool for learning is essential. Prerequisite: 1250, or permission of instructor.
Staff

EDT3237 H Recent Advances in Cognitive Development

This seminar will focus on contemporary theories of cognitive development. One or more classes of theories or general models will be selected each term. Changes in children's abilities and behaviors will be related to underlying changes in information processing and cognitive structure. Prerequisite: 1237 or its equivalent, or permission of instructor.
M. Lewis (offered in alternate years)

EDT3238 H Special Topics in Applied Psychology

Description as for 1238.

EDT3240 H Projective Techniques

An advanced course in nonverbal projective techniques, with an emphasis on the Differential Diagnostic Technique.
O. Weininger

EDT3241 Y Advanced Practicum in Diagnostics and Psychotherapy

This course focuses on psychodiagnosis and psychotherapy, both of which contain theoretical and practical aspects. Prerequisite: Students must have permission of the instructor. They must also have completed 1224 and be taking or have completed 3240.
O. Weininger

EDT3242 H Interpretive Analysis of Biographies: Implications for Education

Through aspects of interpretive inquiry, which requires a reconciliation between the world of researcher and the world of "other" studied, qualities of biographical discourse as found in life-speaking and life-writing will be reconceptualized and demonstrated.
V. Darroch-Lozowski

EDT3243 H Fundamentals of Psychoanalysis: Part I

This course examines classical psychoanalytic theory and technique through a reading and discussion of Freud's introductory lectures, many of his most important cases, his papers on technique, and other sources on technique. Parts I and II are appropriate for master's and doctoral students planning to assess or treat adults or children in an educational setting.
M. N. Eagle

EDT3244 H Fundamentals of Psychoanalysis: Part II

This course deals with object relations

theory and the beginnings of self psychology in psychoanalysis. The authors read and discussed include Balint, Fairbairn, Guntrip, Kernberg, Klein, Kohut, Mahler, Miller, Suttie, and Winnicott.
M. N. Eagle

EDT3252 H Individual Reading and Research in Applied Psychology: Doctoral Level

Description as for 1252.

EDT3264 H Perspectives in Qualitative Research: An Overview of Methods and Issues: Part I

Students in this course will have an opportunity to explore a variety of "alternative" research approaches, and to consider theoretical assumptions and procedural, technical, and ethical issues associated with each. Among the perspectives to be studied in the first half are phenomenology, symbolic interactionism, hermeneutics, participatory research, and ethnomethodology.
A. Cole

EDT3265 H Perspectives in Qualitative Research: An Overview of Methods and Issues: Part II

This course is a continuation of 3264. In the second term, we sharpen our focus to study the methods of life history, narrative, biography, collaborative action research, and ethnography. Although the focus is on inquiry into teaching and classroom life, it is intended that the course also be relevant to those in other fields of inquiry. The course is required for doctoral students in the Focus on Teaching program. Permission of the instructor is required for students in other programs.
A. Cole

EDT3266 H Seminar: Applications of Psychological Analysis and Research Methods

An analysis of selected educational problems from a psychological perspective. It is anticipated that students will present specific problems or issues in the field that will be analysed from a variety of theoretical, methodological, and practical viewpoints. Specifically, these student presentations are intended to lead to the development of thesis proposals.
Required for doctoral students in the Focus on Teaching program; permission of instructor required for other doctoral students.
Staff

EDT3268 H Early Educational Intervention: Theory and Practice

This course will examine the theory and rationale for early intervention for at-risk infants and preschool children and the models of early intervention that have evolved. Family variables and family involvement in intervention programs will be covered, as will issues of identification and evaluation.
Staff

EDT3286 H Developmental Neuropsychology

Introduction to the theoretical foundations of hemispheric asymmetries in function. The main purpose is to study current research and theoretical issues in development and in learning disabilities. The course focus is on basic research, but emphasis will also be given to implications for assessment and teaching.
L. Siegel

EDT3287 H Cognitive Science Applied to Exceptional Learners

This course uses the conceptual framework of cognitive science to study the processing problems underlying various types of exceptional learning. It will consider processing problems in areas of perception, memory, problem-solving, and metacognition from both an information-processing and a cognitive science point of view. It will also explore the "new look" in cognitive science—parallel distributed processing

(PDP)—as an alternative conceptualization for how the brain works. The course is suitable for master's and doctoral students in Applied Developmental Psychology, Applied Cognitive Science, and School and Child-Clinical Psychology.
P. Lindsay

EDT3292 H Psychoeducational Assessment: Advanced Level

Students employ a combination of formal psychological and educational testing and ecological and dynamic assessment approaches to assess children and adults referred to the OISE Psychoeducational Clinic because of learning problems. Psychoeducational assessment is conceptualized as embedded in a counselling process wherein the contributions of clients, parents, and teachers are included in the diagnostic formulation; the goal is to enable them to achieve greater understanding of the nature of the learning problems and effective intervention approaches. This course is intended for students with backgrounds in either psychology or special education.
Prerequisite: 1216 or 4271 or 4292, or equivalent.
L. Siegel and J. Wiener

SPECIALIZATION IN ADAPTIVE INSTRUCTION

EDT4271 Y Assessment and Programming for Written Language Difficulties

This full-year course is designed to bring theory and practice together in the area of reading, spelling, and writing difficulties. A practicum component involves implementing a theory-based assessment and remediation model (with students of all ages), report writing, and consultation with teachers and parents. The course is intended to be useful in the training of psychometrists/psychologists, special education and curriculum consultants, and classroom and resource teachers. This course is normally limited to students in the Applied Developmental and School and Child-Clinical Psychology programs and to students in the Adaptive Instruction specialization in the Department of Curriculum.
D. M. Willows

EDT4275 H Technology for Developmental Diversity and Adaptive Instruction

This course will examine the potential of microcomputer-based technology in various types of learning environments. The focus is on the use of technology as a tool to increase the teacher's ability to handle a wide range of student learning needs in mainstreamed classrooms. The course is suitable for students in the departments of Curriculum and Applied Psychology who are using or are considering using computers in the classroom.
P. Lindsay and staff

EDT4276 H The Resource Consultant: Skills in Classroom Consultation (Pass/Fail)

This course will cover concepts in collaborative and other forms of consultation in the cycle of assessment and programming. The role of the consultant will emphasize indirect service to pupils by supporting regular classroom teachers. A practicum in consultation will be included. Candidates should have work experience in educational consultation and be familiar with concepts in curriculum-based assessment, program planning, and integration.
A. Jordan

EDT4280 H Issues in Adaptive Instruction

A critical analysis of current issues related to philosophy, practice, administration, mainstreaming and integration,

and instructional and classroom adaptations.
A. Jordan, C. R. Musselman, and staff

EDT4283 H Psychology and Education of the Gifted

The identification and the intellectual, social, and emotional development of the gifted; educational programs in regular and special classes.
D. Keating

EDT4287 H Classroom-Based Counselling Approaches

A major aspect of adapting instruction for students with special needs is counselling students and parents. This course will consider those counselling approaches that are appropriate for teachers in schools and in postsecondary and treatment settings. A variety of techniques including social skills training, crisis intervention, and group counselling will be discussed.
J. Wiener

EDT4288 H Reflective Teaching and Analysis of Instruction

This course is designed to develop students' awareness of, reflection about, and evaluation of their own professional knowledge and skills in relation to work with a variety of learners, and their skills in analysing instruction and related work (individual and systemic).
U. Shafrir

EDT4291 H Special Topics in Applied Developmental Psychology and Adaptive Instruction: Master's Level

A course designed to permit the study (in a formal class setting) of specific areas not already covered in the courses listed for the current year. (This course does not fulfil the purpose of 4295, which is normally conducted on a tutorial basis.) A variety of courses may be offered under this category. For further information, see the course schedules available in early March.
Staff

EDT4292 H Assessment for Instruction

Critical analysis of assessment procedures including psychometric tests, curriculum-based assessment, and dynamic assessment and of the function of assessment in relation to adaptive instruction. A practical component is included.
T. W. Humphries, A. Jordan, and J. Wiener

EDT4293 H Interpretation of Research in Applied Developmental Psychology and Adaptive Instruction

Introductory course in the critical evaluation of research reports and in elementary research methods. Emphasis is given to research as a mode of critical inquiry, research design in mainstream and special education settings, and the importance of theory development in both basic and applied research.
E. Geva, P. Lindsay, C. R. Musselman, and L. Siegel

EDT4294 H Classroom Adaptations and Instructional Strategies

Students will become knowledgeable about components of adaptive instruction, principles involved in evaluating instructional materials, and understanding remedial/developmental approaches.
E. Geva, A. Jordan, and J. Wiener

EDT4295 H Individual Reading and Research in Applied Developmental Psychology and Adaptive Instruction: Master's Level

Specialized study, under the direction of a faculty member, focusing on topics that are of particular interest to the student but are not included in available courses. Although this course may be taken for other purposes, it is the vehicle through which the MRP requirement is fulfilled. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.
Staff

RESEARCH SEMINARS AT THE DOCTORAL LEVEL

EDT5280 H Research Seminar and Thesis Planning in Applied Developmental Psychology and Adaptive Instruction

Study and interpretations of research relevant to the student's doctoral thesis.
Prerequisite: Permission of instructor.
E. Geva, L. Siegel, and K. E. Stanovich

EDT5281 H Research and Theories of Reading Disability

A survey of current empirical evidence and theoretical models of reading disability, focusing on basic research on reading disability deriving from cognitive and developmental psychology. Individual differences in reading acquisition will be discussed as a context for understanding reading disability. Students will conduct an in-depth analysis of a specific research problem relevant to reading disability and/or reading acquisition.
K. E. Stanovich

EDT5282 H The Psychology of Critical Thinking

This course examines current research and theory on the psychology of critical thinking and explores the philosophical and empirical foundations of the concepts of critical and rational thinking. The framework for the course will be provided by recent research in cognitive, developmental, and educational psychology. Individual differences and the development of critical thinking will be discussed as a context for evaluating educational efforts to foster critical thinking.
K. E. Stanovich

EDT5283 H Applied Developmental Psychology: Research and Methods

The course focuses on current research and methods in the emerging field of applied developmental psychology, including experimental, differential, developmental, and intervention approaches. Students will develop research expertise through work on their own projects and will broaden their understanding of the field through seminar discussion.
Prerequisite: One graduate course in quantitative analysis, and permission of instructor.
D. Keating

EDT5284 H Assessment and Intervention in Multicultural/ Bilingual Contexts

This course explores assessment and intervention issues and techniques arising in second-language and multicultural contexts. Topics covered include cross-linguistic assessment, prose comprehension, linguistic and communicative development, the role of orthography and phonological skills, mathematical disabilities, and communication with parents.
Prerequisite: at least one prior assessment course.
E. Geva

EDT5295 H Individual Reading and Research in Applied Developmental Psychology and Adaptive Instruction: Doctoral Level

Specialized study, under the direction of a faculty member, focusing on topics that are of particular interest to the student but are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.
Staff

EDT5298 H Special Topics in Applied Developmental Psychology and Adaptive Instruction: Doctoral Level

A course designed to permit study (in a formal class setting) of specific areas not already covered in the courses listed in the current year. (This course does not fulfil the purpose of 5295, which is normally conducted on a tutorial basis.) For further information, see the course schedules available in March.
Staff

In addition to the courses listed above, the following four courses in the Department of Curriculum are also included in the Adaptive Instruction specialization:

EDT1310 H Language Arts in Primary Education

An analysis of the components of language arts programs in the early years. The course will focus on reading and writing development in preschool and primary education, and will include a wide range of methods and materials of instruction, child- and teacher-centred philosophies, reading in the content areas, assessing growth in reading and writing.

D. M. Willows

EDT1311 H Reading and Language Comprehension

A survey of the cognitive, perceptual, and linguistic processes fundamental to the development of reading. Recommended as a basis for all courses pertaining to the study of reading.

D. M. Willows

EDT1381 H Reading in a Second Language

This course will provide the student with a better understanding of current issues in reading in a second language (L2) by focusing on theoretical and practical questions. Theories and research on reading in a first language (L1) will be examined for their relevance to reading comprehension in L2. A cognitive developmental approach will be used to examine the applicability of research findings on topics such as: background knowledge; text structure; comprehension strategies; study strategies; cultural differences; and reading in various content areas. Students will be encouraged to develop their own research questions and to apply these to practical L2 reading contexts.

E. Geva

EDT3310 H Research Seminar in Reading

This course is designed to survey current models of reading and reading acquisition. The focus is on basic research on reading, particularly that deriving from perspectives in cognitive and developmental psychology. The course will cover basic methods and theoretical principles of cognitive psychology most relevant to models of the reading process. Students will conduct an in-depth analysis of a specific research problem related to reading theory.

K. E. Stanovich

CURRICULUM

Merlin W. Wahlstrom, Ph.D. (Alberta)
Professor, and Chairperson of the Department
(applications of technology and research to curriculum; student and program evaluation; adaptive instruction)

Graduate Studies Academic Secretary, to whom admission inquiries should be directed:
Normand J. Frenette, Ph.D. (Montréal),
Associate Professor, and Associate Chairperson of the Department
(general curriculum; cultural determinants of the curriculum; development of curriculum policy; minority education; Franco-Ontarian studies)

Johan L. Aitken, Ph.D. (Toronto)
Professor, cross-appointed from the Faculty of Education, University of Toronto, and the Joint Centre for Teacher Development
(teacher education and development; literary theory, language, and literature across the curriculum, including children's literature and English and textual studies at all levels)

J. Patrick B. Allen, Ph.D. (Essex)
Associate Professor
(linguistic theory; educational linguistics of English; curriculum design and methodology; English as a second language)

Deanne Bogdan, Ph.D. (Toronto)
Professor, cross-appointed from History and Philosophy of Education

David Booth, M.Ed. (Durham)
Professor, cross-appointed from the Faculty of Education, University of Toronto
(drama in education; interdisciplinary arts education; teacher education)

Stacy Churchill, Ph.D. (London), Diplômé de l'Institut d'Études Politiques (Paris)
Professor
(analysis and development of educational policies and programs; minority education; Franco-Ontarian studies; international, multicultural, and human rights education)

Rina S. Cohen, Ph.D. (Ottawa)
Associate Professor
(computer applications in the curriculum; classroom implementation and teacher training issues; mathematics education; calculators and computers in the mathematics classroom; mathematics reform)

F. Michael Connelly, Ph.D. (Chicago)
Professor, and Director, Joint Centre for Teacher Development
(personal-practical knowledge, narrative research methods, and stories of experience with reference to classroom studies, teacher thinking, and policy implementation; scientific inquiry as a basis for science curriculum)

Alister Cumming, Ph.D. (Toronto)
Associate Professor, and Head, Modern Language Centre
(English as a second/foreign language; language learning; instruction and curriculum; writing in second languages; evaluation; applied cognitive science)

James P. Cummins, Ph.D. (Alberta)
Professor
(multiculturalism and minority language education; bilingual education; psycholinguistics; language and the school curriculum; critical pedagogy)

Marcel Danesi, Ph.D. (Toronto)
Professor, cross-appointed from the Department of Italian Studies, University of Toronto
(heritage languages; bilingualism; applied psycholinguistics; second-language teaching methodology; materials development)

Lynn E. Davie, Ph.D. (Wisconsin)
Professor, cross-appointed to Adult Education
(instructional design in distance education; computer applications; computer-supported qualitative analysis; adult learning)

C. T. Patrick Diamond, Ph.D. (Queensland)
Professor, cross-appointed from the Faculty of Education, University of Toronto, and the Joint Centre for Teacher Development
(life history, narrative, and repertory grid research methods; personal construct theory; teacher knowledge and development; classroom studies)

John A. Eisenberg, A.M. (Pennsylvania)
Professor, cross-appointed from History and Philosophy of Education

Grace Feuerverger, Ph.D. (Toronto)
Assistant Professor, cross-appointed from the Joint Centre for Teacher Development
(multicultural perspectives in teacher education; ethnic identity maintenance and language learning; attitudes toward heritage language learning; cultural and linguistic diversity in the classroom)

Diane Gérin-Lajoie, Ph.D. (Toronto)
Assistant Professor, and Associate Head, CREFO/CFOS
(Franco-Ontarian education; qualitative analysis; gender and education; multiculturalism and French language education; curriculum policy; school and society)

Esther Geva, Ph.D. (Toronto)
Associate Professor, cross-appointed from Applied Psychology

Gila Hanna, Ph.D. (Toronto)
Professor
(data analysis and statistics; mathematics education)

Birgit Harley, Ph.D. (Toronto)
Professor
(theory and methodology of second-language teaching; curriculum development and design; second-language acquisition research)

Suzanne E. Hidi, Ph.D. (Toronto)
Associate Professor
(research and evaluation of writing; interest and the curriculum; science education and gender differences; attention, memory, and electrophysiological measurements)

Derek Hodson, Ph.D. (Manchester)
Professor
(history, philosophy, and sociology of the science curriculum; school-based assessment and curriculum evaluation strategies; concept development in science technology)

Anne Jordan, Ph.D. (Toronto)
Associate Professor, cross-appointed to Applied Psychology
(policies and practices in special education delivery; teacher development through collaborative consultation and resource support)

Brent S. Kilbourn, Ph.D. (Toronto)
Associate Professor, cross-appointed from the Joint Centre for Teacher Development
(analysis of teaching; classroom interaction; pedagogical knowledge; professional development; science education)

Normand Labrie, Ph.D. (Laval)
Associate Professor, and Head, CREFO/CFOS
(sociolinguistics; language planning; minority-language issues; bilingualism)

Tony C. M. Lam, Ph.D. (Washington)
Associate Professor, cross-appointed from the Faculty of Education, University of Toronto
(applied measurement; program evaluation; classroom assessment)

Sharon Lapkin, Ph.D. (Toronto)
Associate Professor
(French as a second language research; bilingual education; second-language writing; language assessment)

Malcolm A. Levin, Ed.D. (Harvard)
Associate Professor, and Assistant Director (Academic), OISE, cross-appointed from History and Philosophy of Education

Peter Lindsay, Ph.D. (Toronto)
Associate Professor, cross-appointed from Applied Psychology, and cross-appointed to the McLuhan Program in Culture and Technology, University of Toronto

Robert K. Logan, Ph.D. (Massachusetts Institute of Technology)
Associate Professor, cross-appointed from the Department of Physics, University of Toronto
(the effect of computers on learning, teaching, and social interactions in classrooms; applications of computers in science education; literacy and communication theory)

Leslie D. McLean, Ph.D. (Wisconsin)
Professor
(data analysis; evaluation; assessment of achievement)

Robert S. McLean, Ph.D. (Carnegie-Mellon)
Associate Professor
(the Internet; computer technology; curriculum uses of computers; instrumentation; software development; virtual reality)

Jack Miller, Ph.D. (Toronto)
Professor, and Head, OISE Niagara Centre
(holistic education; curriculum orientations; values education; global education)

Robert J. Morgan, Ph.D. (Toronto)
Associate Professor
(cultural studies and critical pedagogy; media education; critical theory and history of English studies; cultural theory)

G. Philip Nagy, Ph.D. (Alberta)
Associate Professor
(measurement; evaluation; data analysis)

Shizuhiko Nishisato, Ph.D. (North Carolina)
Professor
(psychometrics and analysis of categorical data (dual scaling))

William P. Olivier, Ph.D. (Texas)
Associate Professor
(development of curriculum materials, systems, and languages for computer-assisted instruction/training and interactive multimedia; research in instructional and media design; expert systems)

H. Howard Russell, Ed.D. (Toronto)
Professor Emeritus
(evaluation and curriculum; classroom studies)

Marlene Scardamalia, Ph.D. (Toronto)
Professor
(research on cognitive processes, intentional learning, and the design of

computer-supported intentional learning environments)

David Selby, Ph.D. (Birmingham)
Professor, cross-appointed from the Faculty of Education, University of Toronto (Director, International Institute for Global Education)
(global education; human rights education; humane education; environmental education)

Linda Siegel, Ph.D. (Yale)
Professor, cross-appointed from Applied Psychology

Roger I. Simon, Ph.D. (Yale)
Professor
(critical pedagogy and cultural studies; ideological analyses of text and discourse; implications of popular culture for curriculum development and teaching)

Keith E. Stanovich, Ph.D. (Michigan)
Professor, cross-appointed from Applied Psychology

Edmund V. Sullivan, Ph.D. (Syracuse)
Professor, cross-appointed to Adult Education
(global ecological education; critical pedagogy; holistic education; community development)

Merrill K. Swain, Ph.D. (California at Irvine)
Professor, cross-appointed to the Department of Linguistics, University of Toronto
(applied linguistics, psycholinguistics; bilingualism and bilingual education; L2 classroom research)

Ross E. Traub, Ph.D. (Princeton)
Professor
(educational measurement and evaluation)

Joel Weiss, Ph.D. (Chicago)
Associate Professor
(curriculum studies; program evaluation; research and professional practice; social policy analysis; relationships between school and non-school environments such as museums, work, homes)

C. Gordon Wells, Ph.D. (Bristol)
Professor
(language development both spoken and written; language, literacy, and learning across the curriculum; classroom interaction; discourse analysis; sociocultural theory; collaborative research with teachers)

Joyce A. Wilkinson, Ph.D. (Minnesota)
Associate Professor
(interdisciplinary arts education, holistic arts therapies, and arts teacher education, specifically in elementary/early childhood; multicultural, gifted, and special education)

Dale M. Willows, Ph.D. (Waterloo)
Professor, cross-appointed from Applied Psychology

CROSS-APPOINTED FROM THE OFFICE OF FIELD SERVICES AND RESEARCH:

Denis Haché, M.B.A. (Moncton)
Project Director, and Head, Centre de recherches en éducation du Nouvel-Ontario (CRENO), Sudbury
(professional development; strategic planning; school improvement; distance education; ethnolinguistic vitality)

Lynne Hannay, Ph.D. (Ohio State)
Associate Professor, and Head, OISE Midwestern Centre
(curriculum processes; school-based curriculum development; professional development; action research)

John A. Ross, Ph.D. (McMaster)
Professor, and Head, OISE Trent Valley Centre
(curriculum development; school change; program evaluation)

Wayne Seller, M.Ed. (Lakehead)
Project Director and Head, OISE Northwestern Centre, and Field Centre Division Head
(curriculum implementation and evaluation; coaching as an implementation strategy)

Elizabeth M. Smyth, Ed.D. (Toronto)
Project Director, OISE Northwestern Centre
(curriculum development for gifted learners; historical evolution of curriculum in the secondary schools of Ontario; gender issues; development and delivery of curriculum at the secondary school level)

ASSOCIATED INSTRUCTORS:

Steve Anderson, Ph.D. (Toronto)
Associate Professor, Faculty of Education, University of Toronto

Mary Beattie, Ed.D. (Toronto)
Assistant Professor, Faculty of Education, University of Toronto

Michael Fullan, Ph.D. (Toronto)
Professor, and Dean, Faculty of Education, University of Toronto; see faculty listing in Sociology in Education

Donald Rutledge, M.A., M.Ed. (Toronto)
Educational consultant

Harvey A. Skinner, Ph.D. (Western Ontario)
Professor, Department of Community Health, University of Toronto

Dennis Thiessen, Ph.D. (Syracuse)
Professor, and Associate Dean, Academic, Faculty of Education, University of Toronto

Richard G. Wolfe, B.A. (Wisconsin)
Project Director, and Head of Computing Services Group
(data analysis and statistics; research and school applications of computers; achievement surveys)

PROFESSORS EMERITI:

Donald F. Burrill, Ph.D. (Cornell)
Chester D. Carlow, Ph.D. (Syracuse)
Richard Courtney, B.A. (Leeds), F.R.S.A
Peter J. Evans, M.Ed. (Toronto)
Sar B. Khan, Ph.D. (Florida State)
Garnet L. McDiarmid, Ph.D. (Syracuse)
Ronald G. Ragsdale, Ph.D. (Wisconsin)
Frederick B. Rainsberry, Ph.D. (Michigan State)
Floyd G. Robinson, Ph.D. (Alberta)
George S. Tracz, Ph.D. (Toronto)

PROGRAMS OF STUDY

Applications for full-time study in all degree programs in the Department of Curriculum, and for new part-time applicants, must be submitted by *January 15*.

Continuing students must submit pre-enrolment forms for course selection as soon as possible but certainly by *April 13*. While pre-enrolment forms will be received after April 13, maximum enrolment may have been reached in many courses well before this date.

The Department of Curriculum offers programs of study leading to M.Ed., M.A., Ed.D., and Ph.D. degrees of the University of Toronto. The department is a forum for systematic reflection on the substance (subject matter, courses, programs), purposes, and practices used for bringing about learning for students, teachers, teacher educators, and other professionals. We are concerned with such fundamental issues as: What should be studied? why? by whom? how should they be educated? in what ways? and in what settings? Reflection upon such issues involves an interplay among the major components of education: subject matter, learning, teaching, and the larger social, political, and economic contexts as well as the immediate instructional situation.

As practised in this department, therefore, the study of curriculum involves the consideration of issues and factors influencing the conceptualization, design, implementation, and evaluation of the curriculum through an examination of learning and teaching situations of the life experience of students, teachers, and others, instructional practices, the organizational structure of institutions, policy-making, and materials used in formal and informal educational programs. The resources of other disciplines, including philosophy, the social and behavioral sciences, and communications theory, are used to examine the relationships between curriculum, the nature of knowledge, and the dynamics of communication in the context of learning and teaching situations. Appropriate research skills are developed through coursework within the department; courses that address specific types of research (e.g., qualitative or statistical research) are also available.

Seven areas of specialization are supported within the department. Applicants are requested to indicate an area of specialization on their application form (B#3). This information is important; it assists in the evaluation of applications for admission and the assignment of faculty advisors. The seven areas are:
—Adaptive Instruction
—Computer Applications
—Critical Pedagogy and Cultural Studies/Transformative Learning
—Curriculum Studies
—Second-Language Education (Modern Language Centre)
—Measurement and Evaluation
—Teacher Development (Joint Centre for Teacher Development)

Measurement and Evaluation and Computer Applications are separate programs with their own requirements for admission and course of study. Adaptive Instruction is an interdepartmental specialization, and also has particular required courses. Please see the appropriate section below for details.

Each student should plan his or her own program of study in consultation with the advisor, in the light of background, interests, and career intentions. In addition to the general areas of specialization supported within the department, there are departmental and interdisciplinary focus areas. These are not formal programs; they are clusters of courses that highlight a particular component of curriculum, offered by instructors with common research interests. Focus areas are listed within each area of specialization at the end of this section. Students may wish to indicate a particular focus area on their application forms. This information is not required but may assist in the assignment of a faculty advisor.

Although students may concentrate in a particular area, we actively promote a concern for the interplay among the various educational components and perspectives. The department believes that there is an inextricable link between theory and practice and actively promotes reflexivity between the two. Thus, students interested in educational practice learn to adopt this perspective with a reflective stance, and those with conceptual interests to cultivate the ability to contextualize curricular phenomena. These links between conceptual frameworks, educational practices, and research/inquiry are very much a feature of thesis work within the department.

AREAS OF SPECIALIZATION

Adaptive Instruction

Adaptive Instruction is an interdepartmental specialization between the departments of Curriculum and Applied Psychology. It is concerned with the relationship between learning and instruction, addressing such issues as:
—characteristics of instruction and its adaptation to meet the diverse needs of learners in modern classrooms;
—characteristics of learners, their development, and the individual differences contributed by exceptional learning needs.

The faculty offer expertise in the area of reading and reading disability (Geva, Siegel, Stanovich, Willows), in addition to adaptive technology (Lindsay) and school-based models for the delivery of programs, including integration (Jordan).

Note that the courses included in the Adaptive Instruction specialization are identified by 4000 (master's level) and 5000 (doctoral level) and receive credit for the home department course requirement in either the Department of Curriculum or the Department of Applied Psychology.

For details and course descriptions, see the Adaptive Instruction section in the course listings of this department (page 149) as well as the general description in the section "Interdepartmental Specializations."

Computer Applications

The Computer Applications program develops knowledge and skills in the application of computers in teaching, learning, adult training, and research. Areas of study include the design of systematic instruction, multimedia, individualized instruction, computers in the curriculum, computers as communication devices, access to educational resources around the world via Internet, computers as research tools, and computer environments for learning. (See page 130 below.)

Critical Pedagogy and Cultural Studies/Transformative Learning

Students concentrating their studies in this area will be exploring issues of how social justice, diversity, and community may be addressed and enhanced by a broad range of educational practices in schools as well as in other sites of cultural work. Emphasis is given to social, cultural, and pedagogical theory as resources engaging with the work of social transformation. Interests of students currently enrolled in this area include: pedagogical responses that support the positive recognition of social differences such as race, class, gender, sexuality, and ethnicity; analysis of existing and formulation of alternative representational practices in literary work, history, art, and modern media; education for environmental sustainability; First Nations education; the impact of new technologies on education and their implication for education. (Cummins, Gérin-Lajoie, Morgan, Selby, Simon, Sullivan, Weiss)

For further description of Transformative Learning see the "Interdepartmental Specializations" section of this Bulletin.

Curriculum Studies

The following focus areas are available to students registered in the Department of Curriculum. Please note that these are not academic programs but clusters of courses and/or faculty linked by particular research interests. Applicants may indicate an interest in a particular focus area on their application forms; this information will assist in the assignment of an advisor.

Curriculum Policy Studies
This focus has as its purpose the development of critical frameworks for the examination of broader curricular issues such as: what the curriculum should contain, the relation of schools to society, the relationship between teaching and learning, and the conditions for structuring curriculum. Applications are made to differing conceptions, practices, and forms of inquiry. (Connelly, Frenette, Miller, Russell, Simon, Wahlstrom, Weiss).

Educational Practices
Concerned with methods for improving the school curriculum, including policy- and decision-making, design, implementation, evaluation, consultancy. (Churchill, Hannay, Miller, Ross, Russell, Smyth, Wahlstrom, Weiss)

Holistic Education
This focus is based in holism, or the concept of an interconnected reality. Holistic education attempts to facilitate connectedness within the curriculum and within students. A particular emphasis within the program is the connection between one's inner life and the external world. Courses in this program focus on creativity, contemplation, imagery, the arts, values and worldviews, the role of science and technology, and experience-based approaches to language and learning. (Booth, Hodson, Miller, Wells, Wilkinson)

Language, Literacy, and Literature across the Curriculum
This area is concerned with the role of language both as text and as process in relation to the curriculum as a whole. (Aitken, Booth, Simon, Wells, Willows)

Learning in Non-School Environments
The focus is on learning in everyday settings, such as the home, the workplace, and community cultural institutions (e.g., museums). The links with schools, in the form of cooperative education programs and field trips, are of particular interest. (Morgan, Simon, Weiss)

Science, Technology, and Mathematics Education
Perspectives adopted in individual courses in this area of curriculum studies combine to provide a critical framework within which to address issues of significance in contemporary international debate about the nature and purpose of education in science, technology, and mathematics at elementary, secondary, and tertiary levels. (Cohen, Hanna, Hodson, Ross, Russell, Wahlstrom, Weiss).

Second Language Education

Studies in this area focus on curriculum, instruction, and policies for education in second, foreign, and minority languages, particularly in reference to English and French in Canada but also other languages and settings—including studies of language learning, methodology and organization of classroom instruction, language education policies, and student and program evaluation, as well as issues related to bilingualism, multilingualism, cultural diversity, and literacy. (Allen, Churchill, Cumming, Cummins, Geva, Harley, Labrie, Lapkin, Swain)

Most of the faculty and students working in this area conduct research in the Modern Language Centre. Although many courses appropriate to this area of study are offered within the Department of Curriculum and other departments in OISE, it is possible for students to take some coursework in the graduate Department of Linguistics of the University of Toronto or in language departments in the School of Graduate Studies at the University of Toronto. Students should consult the current Calendar of the School of Graduate Studies for information concerning these courses.

Measurement and Evaluation

Students entering this program specialty will study quantitative and qualitative methods for use in assessment, policy studies, and evaluation, both at the school level and large-scale. Topics include: research design, instrument development, quantitative and qualitative data analysis, and the statistical and psychometric theories germane to these topics. (See page 131 below.)

Teacher Development

The Joint Centre for Teacher Development offers specializations in reflective practice and in improving practice, including an exploration of gender, culture, and identity issues. A further description of this specialization, along with an expanded list of faculty, is to be found in the section "FEUT/OISE Joint Centre for Teacher Development" in this Bulletin. (Aitken, Allen, Connelly, Diamond, Feuerverger, Fullan, Hannay, Kilbourn, Miller, Wells)

DEGREE PROGRAMS

(Please note that the Computer Applications and Measurement and Evaluation programs have their own requirements for admissions and degrees—see pages 132–133).

Although the minimum requirement for admission to a master's program is the equivalent of a University of Toronto bachelor's degree with standing equivalent to a University of Toronto mid-B, students normally need a higher academic standing to compete effectively with the large number of good applicants to be considered. Given the limited number of students this department may accept into the majority of its programs, not all eligible students can be admitted.

Normally, students apply to one specialization, but a student may apply for up to two specializations in the Department of Curriculum. Students applying to more than one specialization should clearly designate the specializations and the order of preference. Applications will not be reviewed until this information is provided.

MASTER OF EDUCATION

Applicants for admission should refer to the "Application for Admission" and the "General Requirements for Admission and Degrees" sections of this Bulletin. Ordinarily students who enter this program will have a minimum of one year of professional experience. In addition, those applying for the M.Ed. program in Curriculum must submit:

1. A *statement of purpose*, which is a short, carefully prepared essay telling the admissions committee why the applicant wishes to study curriculum at the graduate level. An applicant should discuss his or her chief academic interests, professional concerns, and career plans within curriculum. The committee reviews this statement to determine the kind of curriculum problem or area of study in which an applicant is most interested. It also looks for signs of his or her intellectual maturity and ability to write. The statement is an essential part of every application; an applicant who omits it will not be considered for admission.
2. *Two letters of reference*: where possible one should be from a university professor who knows the applicant's current scholarship and/or professional work.

The M.Ed. degree program in the Department of Curriculum is pursued under Option II (eight half-courses plus a research project) and will normally consist of the following courses:
—1300 Foundations of Curriculum (required course for all Curriculum students at the master's level);
—three other half-courses chosen within the Department of Curriculum;
—four elective half-courses chosen according to the individual's background and interests. These may be selected from course offerings in any department of OISE, including Curriculum, or in another graduate department of the University of Toronto.

Off-Campus Courses

The department offers some off-campus sections of curriculum courses. These include on-site courses in various locations (e.g., Kitchener, Guelph, Peterborough) as well as courses offered in the distance learning mode (audio and computer conferencing).

MASTER OF ARTS

Applicants for admission should refer to the "Application for Admission" and the "General Requirements for Admission and Degrees" sections of this Bulletin. Note that as of July 1, 1992, a year of full-time study is no longer required in the M.A. program in Curriculum. Ordinarily, students who enter this program will have a minimum of one year of professional experience.

In addition to the general requirements for the M.A., those applying for the M.A. in Curriculum must submit:
1. A *statement of purpose*, which is a short, carefully prepared essay telling the admissions committee why the applicant wishes to undertake a research-oriented program in curriculum. An applicant is invited to discuss his or her chief academic interests, professional concerns, and career plans within curriculum. The committee reviews this statement to determine the kind of curriculum problem or area of study in which an applicant is most interested. It also looks for signs of his or her intellectual maturity and ability to write. The statement is an essential part of every application; an applicant who omits it will not be considered for admission.
2. *Two letters of reference*: where possible one should be from a university professor who knows the applicant's current scholarship and/or professional work.

Admission to the M.A. degree program normally requires mid-B standing in the final year of a four-year University of Toronto bachelor's degree or its equivalent in a relevant discipline or professional program. The M.A. program consists of eight half-courses and a thesis. Additional courses may be required of some applicants. In addition to completing the master's thesis, students in the M.A. program will normally undertake a minimum of half their coursework in this department, including 1300 Foundations of Curriculum (required course for all Curriculum students at the master's level). The remainder of their coursework may be selected from this department, from any other department of OISE, or from another graduate department of the University of Toronto, with the approval of the faculty advisor.

DOCTOR OF EDUCATION

The Ed.D. program in Curriculum is intended for established practitioners in positions that involve responsibility for curriculum design and implementation, including professional development of both pre-service and in-service teachers. The program emphasizes the relationship between theoretical perspectives and curriculum practice in order to develop intellectual leadership among promising professionals in a variety of roles in education. In general, the Ed.D. thesis concerns some aspect of curriculum that may be studied within the framework of the candidate's professional role. The program is therefore designed primarily for Ontario practitioners whose professional responsibilities lend themselves to doctoral-level study, and who can normally conduct their thesis study on the job after completing the period of full-time resident study at OISE.

Applicants for admission should refer to the "Application for Admission" and the "General Requirements for Admission and Degrees" sections of this Bulletin. The Qualifying Research Paper or its equivalent, referred to in the latter section, must be completed before coursework for credit in the Ed.D. program is begun. However, the paper need not be completed at the time of application. In general, the Department of Curriculum's view of a Qualifying Research Paper is consistent with the guidelines contained in the OISE Guidelines for the QRP. To permit an accurate assessment of the degree of equivalence that exists between an applicant's master's program and a master's program in Curriculum at OISE, course descriptions of all graduate courses relevant to a focus within the Department of Curriculum should be submitted with the application. A copy of the master's thesis may be requested if one has been completed.

Departmental Requirements

In addition to the general admission requirements for the Ed.D. outlined in the "General Requirements" section, the Department of Curriculum specifies the following:

1. Ordinarily students who enter this program will have a minimum of three years of professional experience in education;

2. The applicant must submit a *statement of purpose*, which is a short, carefully prepared essay telling the admissions committee why the applicant wishes to undertake a professional doctoral program in curriculum. An applicant should specify the interests or problems to be pursued during his or her period of study. Prior research and development experiences should be briefly described. This statement is an essential part of every application; the applicant who omits it will not be considered for admission;

3. Every applicant is required to submit *two letters of reference*: where possible both should be from a university professor who knows the applicant's current scholarship and/or professional work.

Program and Pattern of Study

Each program of study, which normally consists of a minimum of eight half-courses, four of which will normally be taken in the Department of Curriculum, is tailored individually. It is highly recommended that the student take at least one course on research methodology. The Department of Curriculum requires as residency requirement a minimum of two terms of full-time study in the Winter Session, normally taken consecutively (i.e., a fall term and the next spring term, or a spring term and the next fall term). This year of residency may be undertaken anytime in the period of degree candidacy. An Ed.D. comprehensive examination is required. Candidates will typically find that about two years beyond the resident study is required to produce an acceptable thesis.

DOCTOR OF PHILOSOPHY

The Ph.D. program in Curriculum is intended primarily as preparation for academic positions in universities, and demands a strong commitment to curriculum research. Ordinarily, students who enter this program will have a minimum of one year of professional experience. Applicants for admission should refer to the "Application for Admission" and the "General Requirements for Admission and Degrees" sections of this Bulletin. In general, the Department of Curriculum's view of a Qualifying Research Paper (see the latter section) is consistent with the guidelines contained in the OISE Guidelines for the QRP. To permit an accurate assessment of the degree of equivalence that exists between an applicant's master's program and a master's program in Curriculum at OISE, course descriptions of all graduate courses relevant to a focus within the Department of Curriculum should be submitted with the application. A copy of the master's thesis may be requested if one has been completed.

Departmental Requirements

In addition to the general admission requirements for the Ph.D. outlined in the "General Requirements" section, the Department of Curriculum specifies the following:
1. A *statement of purpose*, which is a short, carefully prepared essay telling the admissions committee why the applicant wishes to undertake training in scholarly inquiry. An applicant should specify the interests or problems to be pursued during his or her period of study. Prior research and development experiences should be described. This statement is an essential part of every application; the applicant who omits it will not be considered for admission;
2. *Two letters of reference*: where possible both should be from a university professor who knows the applicant's current scholarship and/or professional work.

Program and Pattern of Study

In addition to the major thesis, a comprehensive examination, and other requirements as described in the "General Requirements" section, the normal pattern of study for this degree is as follows:
(a) a major in curriculum, consisting of four half-courses. It is highly recommended that the student take at least one course on research methodology;
(b) a minor in this or another department of OISE, consisting of two half-courses to be selected.

COMPUTER APPLICATIONS PROGRAM

William P. Olivier, Program Coordinator
Rina S. Cohen, Graduate Studies Academic Secretary
Lynn E. Davie
Suzanne E. Hidi
Robert K. Logan
Robert S. McLean
Marlene Scardamalia
Richard G. Wolfe

The M.Ed. and Ed.D. programs are designed for the practising educator who wishes to acquire knowledge and skills in computer applications, with emphasis on applying these to education. Students newly admitted to the M.Ed. degree program are required to pursue Option II (eight half-courses plus a research project/paper).

The M.A. and Ph.D. programs emphasize more theoretical concerns of these fields. Note that as of July 1, 1994, a year of full-time study is no longer required in the M.A. program. Candidates registered in a doctoral program will be required to take course 3522 and a comprehensive examination during the program.

At the master's level, course 1503 provides foundation knowledge. Specific areas of applications and methodology follow in other 1500-level courses. Skills in selected kinds of computer programming and in the use of computers will be required for some courses in computer applications.

In order to acquire depth in a field of specialization, students in each degree program (M.Ed., M.A., Ed.D., or Ph.D.) must take a least half of their required courses in Computer Applications. Students are expected to have an account on the OISE central computer and to learn to use e-mail, Internet, and specialized software (e.g., computer conferencing, statistics packages) relevant to various courses. Some courses utilize a range of microcomputers. Students using their own computer(s) must be able to transfer files to and from the OISE computer (free software available).

Students in Computer Applications may specialize in one of the following focus areas:

Applied Cognitive Science
Registrants in Computer Applications have access to the interdepartmental specialization in Applied Cognitive Science. Please refer to the description in the "Interdepartmental Specializations" section. Faculty from this department associated with this specialization are William Olivier and Marlene Scardamalia. Contact William Olivier for further information.

Instructional/Educational Technology
The emphasis is on learning tasks where there are clear objectives and the need to individualize instruction, taking account of what is known about human learning and development. Opportunities are available for practical experience, but students should not expect to become specialists in the technical aspects of media and computers. Relevant courses include 1518 as a foundation, and 1501, 1505, 1509, 3503. Interested students should contact William Olivier.

MEASUREMENT AND EVALUATION PROGRAM

Ross E. Traub, Program Coordinator
Leslie D. McLean, Graduate Studies Academic Secretary
Stacy Churchill
Gila Hanna
G. Philip Nagy
Shizuhiko Nishisato
Harvey A. Skinner
Merlin W. Wahlstrom
Joel Weiss
Richard G. Wolfe

The M.Ed. and Ed.D. programs are designed for the practising educator who wishes to acquire knowledge and skills in measurement and evaluation, with emphasis on applying these to education. Students newly admitted to the M.Ed. degree program are required to pursue Option II (eight half-courses plus a research project/paper).

Candidates registered in a doctoral program will be required to take a comprehensive examination during the program. The M.A. and Ph.D. programs emphasize more theoretical concerns of these fields. Note that as of July 1, 1994, a year of full-time study is no longer required in the M.A. program in Measurement and Evaluation.

In order to acquire depth in a field of specialization students in each degree program (M.Ed., M.A., Ed.D., or Ph.D.) must take at least four half-courses in their area of specialty.

Students are expected to have an account on the OISE central computer and to learn to use e-mail, the PARTI conference system, and specialized software (e.g., statistics packages) relevant to various courses. Students are required to use microcomputers in some courses. Students using their own computer(s) must be able to transfer files to and from the OISE computer (free software available).

The Measurement and Evaluation program is designed to develop knowledge and skills in quantitative and qualitative methods used in research and in evaluation. For the master's degree, the domains covered include the design of research and evaluation studies, the development of instruments and related theory, the collection and analysis of data, and statistical theory and methods.

For the doctoral degree, students are expected to specialize in either Measurement or Evaluation. The Measurement specialization is for those interested in quantitative methods and theory, including psychometric and statistical theory. The Evaluation specialization is for those interested in the evaluation of programs (including a wide range of social and educational programs) or in student evaluation (including large-scale assessments of student achievement), using both qualitative and quantitative methodologies.

Candidates entering the master's program in Measurement and Evaluation are ordinarily required to take courses 1691, 1692, 1693, 1694, and 3666. (Candidates with equivalent training in one or another of these courses may apply for an exemption.) Master's candidates who have not studied statistics at least to the level of course 1666 must take 1666 as an extra course.

Candidates for either doctoral degree in Measurement or Evaluation are expected to have taken courses 1691, 1692, 1693, 1694, and 3666 or their equivalents. Doctoral candidates lacking one or more of them are required to take them in addition to the regular doctoral program, which must include at least four 3600-level courses.

ADMISSION REQUIREMENTS: Computer Applications and Measurement and Evaluation Programs

(a) The admission requirements for the M.Ed. degree program are outlined in the "General Requirements for Admission and Degrees" section.
(b) The usual admission requirement for the M.A. is a four-year bachelor's degree in mathematics, statistics, computer science, or a relevant social or behavioral science.
(c) Students may be admitted to the Ed.D. or Ph.D. contingent upon satisfactory completion of a Qualifying Research Paper or a master's thesis. A student's admission will be confirmed, however, only when his or her Qualifying Research Paper or master's thesis has been judged to be of sufficiently high quality to warrant admission into the doctoral program. (Please consult the OISE Guidelines for the QRP and the admission requirements in the "General Requirements" section in this Bulletin.) The ideal arrangement is for Ed.D. candidates to begin their Ed.D. program on a part-time basis so that they can devote most of their resident year to their dissertation research.

In addition, those applying to either the Computer Applications or Measurement and Evaluation program must submit:
1. A *statement of purpose*, which is a short, carefully prepared essay telling the admissions committee why the applicant wishes to undertake training in scholarly inquiry. An applicant is invited to discuss his or her chief academic interests, professional concerns, and career plans. The committee reviews

this statement to determine the area of study in which the applicant is most interested. It also looks for signs of his or her intellectual maturity and ability to write. The statement is an essential part of every application; an applicant who omits it will not be considered for admission;

2. *Two letters of reference*: where possible one should be from a university professor who knows the applicant's current scholarship and/or professional work.

COURSES

Courses are identified with the Department of Curriculum as follows:
—courses with 13, 23, or 33 as the first two digits in the course number;
—courses with 4 or 5 as the initial digit, which are in the Adaptive Instruction interdepartmental specialization;
—courses with 15 and 35 as the first two digits, which are in the Computer Applications program;
—courses with 16 and 36 as the first two digits, which are in the Measurement and Evaluation program.

Please note: The inclusion of a course description in the following section should not be taken to indicate that it will definitely be offered in any particular year.

EDT1300 H Foundations of Curriculum

This is a required course for master's students. The aim of this course is to apply theory and research to the study of curriculum. The course (a) provides a language for conceptualization; (b) reviews the major themes in the literature; (c) provides a framework for thinking about curriculum change; and (d) assists students in developing critical and analytical skills appropriate to the discussion of curriculum problems.
F. M. Connelly, H. H. Russell, J. Weiss, and staff

EDT1300 H Fondements des programmes scolaires

Le but de ce cours est d'appliquer la théorie et la recherche à l'étude des programmes d'enseignement. Le cours (1) fournit un langage propice à la conceptualisation ; (2) examine les principaux thèmes traités dans la littérature ; (3) fournit un cadre qui porte à réfléchir aux changements à apporter aux programmes d'enseignement ; et (4) aide les étudiants à développer un esprit critique et analytique approprié à la discussion des problèmes rencontrés dans les programmes d'enseignement.
Membre de la faculté à déterminer

EDT1301 H Holistic Arts Therapies in the Creative Curriculum

This course examines holistic arts therapies in education: specifically, the theory, research, literature, and philosophy of methodology, and the place of the holistic arts therapies in the curriculum. These educational tools assist positive mental health, expression and release of emotions, personal interaction, personal and social development, and the integration of creative behavior and learning. Participants should have some background in the creative arts therapies and a clear idea of their purpose in choosing this course.
Prerequisite: Permission of instructor following a personal interview.
J. A. Wilkinson

EDT1303 H Values and Schooling

This course deals with selected value issues in the theory and practice of schooling. Topics include: the nature of values; goals for schooling; the ethics of streaming; traditional versus "open" education; treatment of children; expectations of teachers; parental rights; compulsory schooling; indoctrination; racial, ethnic, and class bias; sexism; and approaches to moral, religious, and political education.
C. M. Beck

EDT1304 H Curriculum Specialization

A course designed to permit the study (in a formal class setting) of a specific area of curriculum or instruction not already covered in the courses listed for the current year. (This course does not fulfil the purpose of 1352, which in the Department of Curriculum is normally conducted on a tutorial basis.)
Staff

EDT1305 H Techniques for Improving Teaching

A critical review of current approaches to analysing teaching and an examination of theoretical literature on the concept of teaching. The course involves reflection on one's own teaching. Students should be currently teaching or have access to a teaching situation.
B. S. Kilbourn

EDT1306 H Curriculum Development for Effective Teaching

This course defines and illustrates methods for completing important curriculum development tasks such as (a) identifying appropriate course and unit objectives; (b) developing useful growth schemes; (c) developing effective teaching techniques; and (d) constructing practical assessment strategies. Particular attention will be given to problem-solving skills.
J. A. Ross and staff

EDT1307 H Writing in a Second Language

This course focuses on second-language writing, with special attention to relations between research, theory, and practice. Topics include text, psychological and social models of second-language writing instruction and learning, ways to respond to student writing, and techniques to evaluate writing.
A. Cumming and S. Lapkin

EDT1309 H Situational Analysis of Teaching

This course concerns observing and giving feedback to teachers; it is experiential and requires that students be able to observe and work with a colleague who is currently teaching. The focus is on developing the skills of in-depth, systematic analysis of classroom teaching and the skills of sensitive, informed, one-to-one feedback. The course is particularly relevant to those with supervisory or professional development responsibilities.
Prerequisite: Permission of instructor.
B. S. Kilbourn

EDT1310 H Language Arts in Primary Education

An analysis of the components of language arts programs in the early years. The course will focus on reading and writing development in preschool and primary education, and will include a wide range of methods and materials of instruction, child- and teacher-centred philosophies, reading in the content areas, assessing growth in reading and writing.
D. M. Willows

EDT1311 H Reading and Language Comprehension

A survey of the cognitive, perceptual, and linguistic processes fundamental to the development of reading. Recommended as a basis for all courses pertaining to the study of reading.
D. M. Willows

EDT1313 H Language, Literacy, and the School Curriculum

The course is concerned with an examination of theoretical and practical issues relating to the role of language in the school curriculum. Particular emphasis is given to literacy—its nature, development, and use. Students are expected to carry out empirical inquiry on some topics arising from the course.
C. G. Wells

EDT1315 H English at the Secondary School Level

This course emphasizes recent trends and developments in the teaching of sec-

ondary school English. In particular, movements such as reader-response theory, language across the curriculum, genre theory, whole language, and cultural studies approaches are examined. The teacher's role in contemporary debates and classroom research is explored.
R. J. Morgan

EDT1316 H Mathematics in the School Curriculum: Elementary

A study of mathematics educational materials and common instructional practices at the primary and junior levels. A consideration of topics of current interest: computational skills in an age of microcomputers, systematic estimating, measurement, problem-solving, uses and abuses of concrete and semi-concrete materials, and motivation.
Staff

EDT2316 H Mathematics in the School Curriculum: Secondary

A study of mathematics educational materials and common instructional practices at the intermediate and senior levels in the light of recent theories of learning and motivation and recent developments in problem-solving.
Staff

EDT1317 H Theory of Second-Language Teaching

The first part of this course provides an introductory overall picture of language teaching theory and reviews recent and current developments of thought. The second part concentrates on the relationship between language teaching theory and some major underlying disciplines, in particular, linguistics, psychology, sociology, and educational theory.
B. Harley

EDT1318 Y Methodology and Organization of Second-Language Teaching

This course deals with the second-language curriculum: objectives, content, materials, procedures, and evaluation. Also discussed is the organization of language teaching from preschool to adult education, including planning and teacher education.
A. Cumming, B. Harley, and staff

EDT1319 H Research Colloquium in Applied Linguistics: Master's Level

This colloquium provides opportunities to become familiar with ongoing research and curriculum activities in second-language learning and teaching.
S. Lapkin and M. K. Swain

EDT1320 H Science in the School Curriculum: Elementary

An analysis of elementary science curriculum organization and rationale, including a review of various contemporary approaches.
Staff

EDT2320 H Science in the School Curriculum: Secondary

A systematic analysis of matters central to curriculum development for science in secondary schools. Topics include views of the nature of science and its purpose in schools, with corresponding implications for teaching strategy, objectives, and evaluation.
Staff

EDT1321 H The Education of Science Teachers

An examination of problems and issues specific to pre-service and in-service education of science teachers for both elementary and secondary schools. Intended primarily for those who now have, or who expect to have, responsibility in this area, either in the schools or in teacher-education institutions. Prerequisites: Permission of instructor, and either 1320 or 2320 or equivalent.
Staff

EDT1324 H Curriculum Issues

This course deals with special topics in the field of curriculum and permits the investigation (in a formal class setting)

of issues not covered in the courses offered for the current year. The topic of the course will be arranged each year. (This course does not fulfil the purpose of 1352, which in the Department of Curriculum is normally conducted on a tutorial basis.)
Staff

EDT1326 H Children's Literature as a Foundation of Literate Behavior across the Curriculum

An examination of the nature and function of the study of literature and culture in elementary schools. This course is designed for experienced teachers who will develop programs, select texts, explore interpretations, and consider implications and applications for schools.
Staff

EDT1327 H Reading and Writing in the School: Elementary

An examination of theoretical and practical issues related to the teaching of literacy, particularly writing, at the elementary school level, with special reference to the development of children's linguistic and cognitive abilities. The course will include a writing workshop and practical investigation of a classroom issue in literacy.
C. G. Wells

EDT2327 H Reading and Writing in the School: Secondary

An examination of theoretical and practical issues related to the teaching of reading and writing in the secondary school, with particular emphasis on recent research and its implications for school policies and teaching strategies.
Staff

EDT1331 H Current Issues in English as a Second Language

This course will consider topics relevant to the teaching of English as a second language and English as a foreign language. The course will not be designed as a series of lectures, but as a workshop based on the professional and research interests of the students in the group. Specific topics will vary depending on the students' interests, but will normally include curriculum planning and syllabus design, classroom-oriented research, the teaching of reading, writing, and oral communication skills, error analysis, pedagogic grammar, and testing.
J. P. B. Allen

EDT1332 H Descriptive and Educational Linguistics of English

The syntax, discourse structure, and semantics of present-day English as viewed by one or more of the current models of linguistic analysis (traditional, structural, transformational, systemic) and an examination of the relevance of these descriptions to the teaching of English as a first or second language. A variety of data will be discussed, and particular attention will be paid to the theoretical perspectives that underlie current classroom practice.
J. P. B. Allen

EDT1333 H Introduction to Language and Communication

A general introduction to language and communication, focusing on those current theories that have practical significance for first- and second-language education. Theories are matched with the descriptive practices they have given rise to, and course participants develop some descriptive skill through problems in a variety of languages.
J. P. B. Allen

EDT1333 H Introduction au langage et à la communication

Ce cours a deux buts principaux : (1) initier les étudiants à la science du langage et (2) examiner les différentes applications de la linguistique en milieu francophone. Il aborde les différents niveaux de la langue (ex. : la phonétique, la morphologie, la syntaxe, etc.) considérés individuellement et dans leur rapport les uns aux autres, illustré d'exemples provenant surtout du français.

Prérequis: très bonne connaissance du français.

N. Labrie

EDT1334 H Critical Pedagogy, Language, and Minority Students

Linguistic and cultural diversity have always characterized human societies and have usually played a central role in mediating power relations between dominant and subordinate groups. In recent years, theorists working within the framework of Critical Pedagogy have begun to describe how societal power relations are manifested in schools both through interpersonal interactions and the hidden curriculum. In particular, theory has focused on how language use and language learning interact with dimensions such as class, race, ethnicity, and gender in mediating power relations within the educational system. The course will focus on this body of theory and research and explore its applications to current educational issues related to minority students in both Canadian and international contexts.

J. P. Cummins

EDT1335 H L'éducation des minorités linguistiques et culturelles: l'analyse comparative de la politique éducative

Le cours en français traite en priorité la politique et l'éducation en langue française destinée aux francophones, ainsi que la politique entourant les programmes d'immersion en français. L'accent est mis sur les implications de la politique définie aux différents niveaux —fédéral, provincial, conseil scolaire— pour l'enseignement et le rôle de l'école dans la communauté.

Oral proficiency in French is required; papers in English will be accepted by request.

S. Churchill

EDT1335 H Education for Linguistic and Cultural Minorities: Comparative Policy Analysis

Educational policies, particularly curriculum policy, are studied for minorities in Canada, other industrialized nations, and Third/Fourth World nations. Emphasis is placed on practical aspects of school impacts of policies and on the role of the minorities in advancing their interests in the policy process controlled by others.

S. Churchill

EDT1336 H Second-Language Learning

Theories and research on second-language (L2) acquisition are considered. Data from which the processes and strategies of L2 learning may be inferred are examined through error analysis and in the light of concepts such as interlanguage. The roles of such variables as age, affective factors, and social factors are considered in order to account for relative success in L2 learning.

B. Harley

EDT1337 H Bilingual Education and Bilingualism

This course will examine bilingual education in its many forms. Particular emphasis will be placed on research questions and findings related to bilingual education in Canada—for English Canadians, French Canadians, immigrant populations, and Native peoples. Issues such as the effects of bilingualism on cognitive functioning, psycholinguistic abilities, and personality will also be explored.

J. P. Cummins

EDT1337 H Bilinguisme et éducation

Ce cours traite des diverses formes de l'éducation bilingue, surtout en ce qui concerne les questions et les résultats de recherche relatifs à l'éducation bilingue au Canada—destinée aux francophones, aux anglophones, aux immigrés et aux autochtones. L'on traite égale-

ment de l'impact du bilinguisme sur les processus cognitifs, les habiletés psycholinguistiques et la personnalité.
Membre de la faculté à déterminer

EDT1338 H Communicative Competence
This course examines the notion of communicative competence and explores its applications to curriculum development for first- and second-language pedagogy. It provides a thorough orientation to this area of specialization and combines theoretical, critical, and practical outlooks.
N. Labrie

EDT1339 H Language Assessment
This course provides an overview of current practices and problematic issues in language assessment. Topics include approaches commonly taken to developing and using language assessment instruments and procedures, their evaluation, and their applications in specific educational contexts.
A. Cumming and S. Lapkin

EDT1340 H Identité collective et éducation minoritaire de langue française
Le cours a pour objectif de se pencher sur le rôle de l'école de langue française comme véhicule de transmission de l'identité collective du groupe minoritaire. Pour ce faire, nous nous pencherons d'abord sur l'analyse de certains concept-clés tels que l'identité collective, la culture, l'assimilation et la francisation dans le contexte d'un milieu minoritaire. Par la suite, nous examinerons les programmes-cadres du ministère de l'Éducation de l'Ontario afin de mieux saisir la place accordée à la notion d'identité collective dans les programmes d'enseignement et la façon dont cette dimension se traduit dans la salle de classe.
D. Gérin-Lajoie

EDT1341 H Collaborative Learning in Second-Language Classrooms
The rationales for collaborative learning in second-language teaching contexts will be examined with particular reference to second-language acquisition theory and research. Students will experience collaborative learning in order to understand its advantages and disadvantages.
M. K. Swain

EDT1342 H Education and Cosmology
A formulation of educational questions dealing with the contemporary ecological crisis. A systematic study of human cosmology will enable the consideration of educational questions in terms of the role of human beings in relation to the natural world, and will foster the educational vision and creativity necessary for ecological survival and renewal.
E. V. Sullivan

EDT1344 H Teacher Development and School Improvement
This course examines various approaches to studying, describing, and explaining teacher development at different stages in a teacher's career (e.g., preservice, induction, inservice years). Particular emphasis is placed on the relationship between teacher development policies, practices, and various approaches to school improvement (e.g., inservice training, innovation implementation, effective schools projects). Generally, the course considers how teacher development can improve schools and how school improvement initiatives can influence teacher development.
M. Connelly and S. Anderson

EDT1345 H Arts and Education: Practice and Theory
This course examines the creative arts in the curriculum from an experiential base, and leads to individual explorations of principles of problem areas.
Staff

EDT1346 H Arts and Education: Planning and Implementation of Arts Programs

An examination of theory and curriculum practice in the fine and performing arts in education: music, drama, dance, art, and film. Programming is considered from the theoretical vantage points of human development, creativity, and aesthetics; particular attention is paid to the effectiveness of modern curriculum innovations in the arts. Students are expected to undertake curriculum development and implementation work in one or more of the arts in an educational setting.
D. Booth

EDT1349 H Arts, Culture, and Education

A study of cultural development, both Canadian and international, with specific reference to arts policies for education of the general public. This course will take place in conjunction with a series of public lectures on this topic, together with separate seminars.
J. A. Wilkinson

EDT1350 H Seminar: Current Issues in Play, Drama, and Arts Education

The examination of current topics or problems in play, drama, and arts education as related to curriculum studies. Issues will be identified from all age levels of education as well as from dramatic play, each of the arts disciplines, and aesthetic education as a whole. Students will address one specific topic through self-directed learning and present the results in an appropriate form. Topics vary from year to year depending upon interests of course members.
Prerequisite: Permission of instructor.
J. A. Wilkinson

EDT1351 H Research and Inquiry in Arts Education

An exploration of the questions addressed in education in general and curriculum in particular (with an emphasis on the arts) through a variety of modes and methods of research and inquiry. Students will approach problems inductively and experientially. It is intended that the course will provide students with a practical grounding for theses, dissertations, and research projects.
Prerequisite: 1350.
J. A. Wilkinson

EDT1352 H Individual Reading and Research in Curriculum and Instruction: Master's Level

Specialized, individual study, under the direction of a member of the teaching staff, focusing upon topics of particular interest to the student. Although credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic. A student wishing to enrol in 1352 is required to complete, in typewritten form, an Individual Reading and Research Course form, including an appropriate bibliography, describing the rationale and plan of study for the course. This course proposal must be signed by the student's faculty advisor and the instructor with whom the course will be taken, and then submitted for approval to the department's Academic Programs Standing Committee.

EDT1353 H Teaching and Learning Science

This course involves a study of theories of learning in the context of science education, a survey of research relating to children's understanding of concepts in science, and an exploration of strategies for more effective science teaching.
D. Hodson

EDT1354 H Teaching and Learning about Science: Issues and Strategies in STS Education

A detailed study of issues in the history, philosophy, and sociology of science that have significance for science education, an examination of the philosophy underpinning the STS movement, and a consideration of some of the

theoretical and practical problems surrounding the implementation of science curricula intended to focus on environmental, socioeconomic, cultural, and moral-ethical issues.
D. Hodson

EDT1360 H Evaluation of Curriculum and Instruction

This course serves as an introduction to the strategies and techniques utilized in the evaluation of curriculum programs. The focus will be on the assumptions, strengths, and weaknesses associated with various strategies. Students will work through evaluation problems associated with particular curriculum programs and instructional techniques.
J. A. Ross, H. H. Russell, and M. W. Wahlstrom

EDT1361 H Perspectives in Teacher Education

Recent movements in teacher education are described in terms of a regulatory or restructuring concern versus an emancipatory or personalistic contrast. A transformative, inquiry-oriented conceptualization of teacher education is explored that combines a theory of language and learning with the theory of personal constructs. Viewed as perspective transformation, teacher development or renewal consists in learning to recover and to reconstrue alternative versions of teaching. By focusing on their own knowledge and practice through the use of narrative, life history, and repertory grid procedures, teachers and teacher educators can become their own experts.
C. T. P. Diamond

EDT1363 H Curriculum and Student Evaluation

This course reviews principles and practice in testing and assessment with a focus upon curriculum- and classroom-based student evaluation. An overview of current practices and problematic issues such as performance, portfolio, and authentic assessment; profiles; reporting and communicating evaluation evidence; assessment programs; standards and accountability.
M. W. Wahlstrom

EDT1364 H Curriculum Issues in Science and Technology: A Historical Perspective

This course aims to illuminate contemporary international debate in science and technology education and to provide some insight into the nature of curriculum change through a critical analysis of episodes in science curriculum history.
D. Hodson

EDT1366 H The Holistic Curriculum

This course will focus on curriculum that facilitates personal growth and social change. Various programs and techniques that reflect a holistic orientation will be analysed: for example, Waldorf education, social action programs, and transpersonal techniques such as visualization and the use of imagery in the classroom. The philosophical, psychological, and social context of the holistic curriculum will also be examined.
J. Miller

EDT1367 H Creative Arts Special Subject

This course examines the arts in education—drama, dance, music, visual art, and media—and provides a background for the role of the arts as a mode of learning and as a subject discipline.
D. Booth

EDT1369 H Media Studies and Education

This course is an introduction to the study of contemporary media and their relation to educational practice. The approach will be a critical one, analysing the overall cultural formation promoted by contemporary media as well as exploring their implications for schooling—in particular, how they impinge upon the social relations of the classroom. Part of the course will therefore

include a look at both specific media practices (newspaper press, advertising, television, rock videos) and practical curricular strategies that respond to them. The emphasis is on understanding the media as powerfully educative forms in their own right, as well as having complex relationships with official school knowledges.
R. J. Morgan

EDT1371 H Text, Values, and Teacher Development

This course examines contemporary literary and cultural theories regarding the meanings of a variety of texts. It helps participants to identify key texts of their lives and work and to examine the multiple meanings, inherent values, and possible implications within them. Ways in which the interpretations of texts reveal, reinforce, and challenge values in school and society are explored. Emphasis is placed upon the teacher as participant and mediator in the process of textual inquiry.
J. Aitken

EDT1372 H Language, Culture, and Identity: Using the Literary Text in Teacher Development

This course will explore literature (fiction and non-fiction) that focuses on the experiences of those who live within and between various cultural worlds. Contemporary research methodologies will be examined with a view to the construction and reconstruction of the meaning of teaching for the individual teacher/educator/researcher in a changing linguistic and cultural educational landscape.
G. Feuerverger

EDT1373 H Current Issues in Science and Technology Education

The course focuses on the design of effective strategies for exploring students' personal frameworks of meaning in science and addresses issues of contemporary international debate about science and technology education, including the "Science for All" movement, the "new" psychology of learning, the language of science and technology education, problems of gender equity and multicultural science education, the role of laboratory work, computers in science education, environmental and health education.
D. Hodson

EDT1374 H Assessment and Evaluation in Science and Technology Education

This course focuses on the concerns and processes of science and technology curriculum evaluation and the issues surrounding the construction of effective methods for assessing student learning in science and technology.
D. Hodson

EDT1375 H Action Research in Science and Technology Education

This is an active research-based course in which participants will sharpen and develop their understanding of issues and professional practice in science and technology education. Working within a mutually supportive group of practitioners, they will subject their current practice to critical scrutiny and appraisal; plan and attempt to implement alternative curriculum materials and practices; and evaluate them in action. The course requires participants to have access to classrooms.
D. Hodson

EDT1376 H Global Education: Theory and Practice

The course will consider definitions and schools of thought within global education and proximate fields (such as environmental and human rights education) and their implications for teaching and learning processes. The arguments of critics of global education will be reviewed, as will the assumptions underpinning schools of thought and practice within the field. The nature of global education at the elementary and secon-

dary level and across the curriculum will be explored.
D. Selby

EDT1377 H Introduction to Transformative Learning Studies

This is the foundation course for the Transformative Learning focus. It is designed to introduce students to a global planetary perspective. The concept of a global world order will be examined from historic, critical, and visionary perspectives. Issues of development/underdevelopment, human rights, and social justice perspectives are considered. A critical understanding of social power relations will be highlighted in the areas of gender, class, and race dynamics. The topics are approached as interdependent dimensions within a holistic education perspective.
E. V. Sullivan

EDT1379 H Knowing and Teaching

This course examines how knowledge is developed, explores the relationships among different kinds of knowledge (e.g., moral, scientific, religious, aesthetic), and identifies the various philosophical bases of such school subjects as English, history, and math. It examines the relationship between issues about knowing and issues about teaching. For example, the questions of what and how we should teach are addressed from the standpoint of different kinds of "knowing." The course is oriented toward secondary school but is not confined to any particular subject-matter specialty. It is not assumed that students will have a background in philosophy.
Prerequisite: Permission of instructor.
B. S. Kilbourn

EDT1380 H Minority Groups and Cultural Determinants of the Curriculum

This course will focus on the schooling of children from immigrant/ethnic backgrounds. It will emphasize family dynamics in the Canadian social and educational environment and the role of language, including ESL/FSL and the home language. Among groups to be considered are refugee children.
S. Churchill

EDT1381 H Reading in a Second Language

This course will provide the student with a better understanding of current issues in reading in a second language (L2) by focusing on theoretical and practical questions. Theories and research on reading in a first language (L1) will be examined for their relevance to reading comprehension in L2. A cognitive developmental approach will be used to examine the applicability of research findings on topics such as: background knowledge; text structure; comprehension strategies; study strategies; cultural differences; and reading in various content areas. Students will be encouraged to develop their own research questions and to apply these to practical L2 reading contexts.
E. Geva

EDT1383 H Research Themes in Canadian French as a Second Language Education

The last twenty-five years have seen extensive research in FSL education in Canada, largely as a result of the advent of immersion programs. The course will attempt a state-of-the-art assessment of research issues spanning aspects of program design, evaluation, and implementation of all forms of FSL education (core, extended, immersion, and adult FSL).
S. Lapkin

EDT1384 H Action Research in Language and Learning

This course focuses on teachers' classroom-based research as a mode of professional development and is most appropriate for those interested in carrying out such research. Although the

term "language" appears in the title, this is intended to indicate the principal kind of evidence that will be considered rather than to delimit the range of possible topics for investigation. Educational practitioners other than classroom teachers may also find action research relevant to the practice of their professional responsibilities. Particular attention will be given to such issues as topic selection, methodology, data collection and analysis, and the interpretation of evidence, as well as to the consideration of course members' specific areas of inquiry and of the role of action research more widely within the education system.
Prerequisite: Permission of instructor.
C. G. Wells

EDT1386 H Language, Power, and Possibility: Application to Curriculum

An exploration of the relationship between language and the enhancement of human possibility considered through the study of economic, social, and cultural bases of language-in-use. Particular emphasis is given to school language practices and texts, but material studied is also appropriate to those with an interest in informal education.
R. Simon

EDT1388 H Qualitative Research Methods in Education

The course is designed to introduce students to qualitative methods of research in education. The intention is to examine the nature of qualitative research and its relationship to theory. Students will look at different ways of approaching qualitative research, and special attention will be paid to the concept of critical ethnography. Students will also study five specific research techniques: observation, interview, content analysis, life history, and action research.
D. Gérin-Lajoie

EDT1388 H Les méthodes de recherche en éducation : l'approche qualitative

Le cours a pour but d'initier les étudiantes et les étudiants à l'analyse qualitative dans le domaine de la recherche en éducation. Le premier objectif du cours est de se pencher sur la nature même de la recherche qualitative et sa relation avec la théorie. Différentes façons de concevoir la recherche qualitative seront donc examinées. Dans un deuxième temps, les étudiantes et les étudiants se familiariseront avec cinq techniques de cueillette de données : l'observation, l'entrevue, l'analyse de contenu, le récit de vie et la recherche-action.
D. Gérin-Lajoie

EDT1389 H Curriculum, Popular Culture, and Social Difference

Popular culture and social difference are examined as the grounds from which students often make sense of educational practices. Questions address how social difference may lead to marginalization and silence and how pedagogy may be developed that is responsive to a variety of student interests and emotional investments.
R. Simon

EDT1393 H Multicultural Perspectives in Teacher Development: Reflective Practicum

This course will focus on the dynamics of multiculturalism within the individual classroom and their implications for teacher development. It is intended to examine how teachers can prepare themselves in a more fundamental way to reflect on their underlying personal attitudes toward the multicultural micro-society of their classrooms. Discussions will be concerned with the interaction between personal life histories and the shaping of assumptions about the teaching-learning experience, especially in the multicultural context. The course will have a "hands-on" component, where students (whether practis-

ing teachers or teacher/researchers) will have the opportunity to become participant-observers and reflect upon issues of cultural and linguistic diversity within the classroom.
G. Feuerverger

EDT1394 H Cultural Studies and Education

The study and concept of "culture" has emerged from a number of different disciplines over the past century. "Cultural studies" is a recent synthesis and critical re-evaluation of some of these approaches, one with important implications for educators in the area of the humanities. Through a discussion of key texts and issues generated within this tradition, the course examines structuralist, ethnographic, feminist, and postmodern versions of cultural studies in order to understand how these approaches reformulate an educational practice concerned with contemporary culture.
R. J. Morgan

EDT1395 H Television and Education: Theoretical Perspectives

Television has become a pervasive part of the cultural and symbolic life of young people, creating new constituencies and forms of identity that educators need to consider. This course acknowledges the centrality of television to contemporary educational experience, by examining competing theories of television's role in society, engaging in debates about its "effect," exploring theories of audience and questions of access. The attempt is to formulate an overall understanding of how this medium has altered educational terrain, including the concept of education itself.
R. J. Morgan

EDT1396 H Les stéréotypes sexuels dans les programmes scolaires

Le cours veut permettre aux étudiantes et aux étudiants de comprendre comment l'école, par ses programmes, son matériel scolaire et son personnel enseignant, contribue à reproduire les rapports qui s'établissent entre les hommes et les femmes dans la société. L'analyse s'intéressera au rôle de l'école en tant qu'agent de socialisation ainsi qu'aux efforts gouvernementaux en matière d'égalité entre les sexes. Par la suite, une analyse de contenu du matériel scolaire utilisé dans les écoles de langue française de l'Ontario viendra se greffer au cours.
D. Gérin-Lajoie

EDT1397 H Cooperative Learning Research and Practice

The theoretical foundations of cooperative learning and specific classroom applications will be investigated. The course will be of greatest relevance to teachers who are or will be experimenting with new teaching methods.
J. A. Ross and C. T. P. Diamond

EDT1398 H Practicum in Curriculum

On-site involvement in deliberation requiring the use of curriculum knowledge and skills. Students participate on curriculum decision-making bodies and attend periodic seminar discussions bringing theoretical perspectives to bear on practical situations.
Prerequisite: Permission of practicum coordinator.
C. T. P. Diamond and J. A. Wilkinson

EDT1399 H Practicum in Curriculum and Teacher Development

On-site involvement in deliberation requiring the use of reflective methods and curriculum knowledge and skills. Students participate in teacher-development and curriculum-development groups and participate in discussions bringing theoretical perspectives to bear on practical development situations.
Prerequisite: Permission of practicum coordinator.
F. M. Connelly and C. T. P. Diamond

EDT3300 H Research Colloquium in Curriculum and Instruction

This course is designed to acquaint students with the elements of teacher development and curriculum research. Reports and discussions by students and staff will provide experience in the selection and evaluation of research problems and procedures in teacher development and curriculum and instruction.
Staff

EDT3301 H Seminar: Current Problems in Teacher Development and Curriculum Studies: Apprenticeship

The examination of a current topic or problem in teacher development and curriculum studies through an apprenticeship. Students will present one or more seminar papers, or may use the course to develop a research proposal. Topics and apprenticeship sites will vary from year to year depending upon the interests of course members.
F. M. Connelly and staff

EDT3302 H Second Language Classroom Research

The research on second-language teaching and learning in classrooms will be examined critically. Theoretical issues, research methodology, and substantive findings will be discussed with a view to implications for the conduct of future research, research directions, and teaching practices in second-language classrooms.
M. K. Swain

EDT3303 H Narrative and Story in Research and Professional Practice

A seminar on narrative and story telling in the study of educational experience. Narrative is explored both as a fundamental form of experience and as a collection of methods for the study of experience. Narrative traditions in literary, philosophical, psychological and professional literatures are studied. Review of published theses and dissertations. Students should bring practical research agendas.
Prerequisite: Permission of instructor.
F. M. Connelly

EDT3304 H Curriculum Specialization

A course designed to permit the study (in a formal class setting) of a specific area of curriculum or instruction not already covered in the courses listed for the current year. (This course does not fulfil the purpose of 3352, which in the Department of Curriculum is normally conducted on a tutorial basis.)
Staff

EDT3305 H Doctoral Seminar in Qualitative Research on Teaching

Critical examination of current qualitative paradigms of research on teaching. The course requires fieldwork research, which serves as the basis for seminar discussions. Students will have the opportunity to develop and present research ideas.
Prerequisite: Permission of instructor.
B. S. Kilbourn

EDT3306 H Action Research and Professional Practice

An examination of the different forms of research that makes central the practitioner's agenda about his/her practices. Alternatives include action science, action research, participatory research. Emphasis will be placed upon history, ideology, and methods associated with each alternative. Conceptual analysis will be integrated with collaborative research in a field setting.
J. Weiss

EDT3307 Y Women as Change Agents in Educational Systems

This course provides an overview of the experiences of girls and women in educational institutions from many perspectives. How women have historically influenced the culture, climate, and curriculum of schools will be discussed, as well as the ways in which the occupational culture and conditions of the

workplace, teacher ideology and societal expectations act as barriers and blocks to change initiated by females. New possibilities for women to act as change agents by altering classroom interactions will be explored through revised methods of evaluation and through the understanding that they can provide leadership whatever their role in the system. In considering how women may act as agents for change, the texts of film, novel, story, visual art and our own lives will be drawn upon. Participants play an active role in the design of the course and in making use of it for their own development as teachers.
J. Aitken

EDT3308 H The Conceptualization of Curriculum Problems

An examination of the process of formulating curriculum problems for study. This includes taking up substantive problem definition and appropriate methodologies for conducting an inquiry. Attention will be paid to assumptions underlying problem and method, and the articulation of the relationship between conceptualization and practice. Students are expected to make seminar presentations of developing thesis ideas. Recommended for Ed.D. students in their resident year and for Ph.D. students usually in the second year of residence.
J. Weiss

EDT3309 H Alternative Theoretical Perspectives in the Study of Curriculum Practice and Teacher Development

A critical analysis of various theoretical perspectives used in classroom-based curriculum research, including those from psychology, analytic philosophy, sociology, and "curriculum theory." These are examined and assessed as they influence problem selection, nature of resulting knowledge claims, and the relative power and usefulness of personal and professional development for curriculum development. Students are expected to make seminar presentations of developing thesis ideas.
Prerequisite: Permission of instructor
F. M. Connelly and staff

EDT3310 H Research Seminar in Reading

This course is designed to survey current models of reading and reading acquisition. The focus is on basic research on reading, particularly that deriving from perspectives in cognitive and developmental psychology. The course will cover basic methods and theoretical principles of cognitive psychology most relevant to models of the reading process. Students will conduct an in-depth analysis of a specific research problem related to reading theory.
K. E. Stanovich

EDT3312 H The Linguistic Analysis of Interaction in Educational Settings

In order to study how educational purposes are realized in practice it is helpful to be able to describe the ways in which meanings are jointly constructed and negotiated in interaction, so that patterns of behavior can be evaluated against both purposes and outcomes. The course aims to provide both an introduction to theoretical work in the field and an opportunity to apply some of these ideas to the analysis of interactional data.
Prerequisite: Permission of instructor.
C. G. Wells

EDT3313 H Advanced Seminar in Language and Learning: Theory and Practice

An exploration of the relationships between theory, research findings, and course members' teaching experiences. Course members contribute their teaching experience as a context in which the group discusses ideas drawn as far as possible from original sources read and reported on. The topic, language and

learning, cuts across various areas commonly taught in the school curriculum and embraces original work in a number of disciplines (e.g., philosophy, linguistics, psychology, sociology, literary criticism).
Prerequisite: Permission of instructor.
C. G. Wells

EDT3314 H Pedagogical Futures for English Studies: Rethinking English at the Secondary School Level

Dominant language and literature teaching methods tend to emphasize personal response and naturalistic approaches to language and literature. This course explores literature and language pedagogies as historically constituted artifacts or "discourses." Situating English studies in relation to other social discourses, the course examines this area of cultural study in terms of its gender, race, class, and ethnic dynamics as these pertain to texts, teachers, and learners. In particular, theories of discourse and genre, feminist aesthetics, and recent theories of language and subjectivity are considered as alternative positions from which to make sense of textuality, literacy, and the language of the classroom.
R. J. Morgan

EDT3317 H Gender Issues in Mathematics, Science, and Technology

The course will consider topics relevant to the teaching of mathematics, science, and technology with a view to increasing the participation of women in these areas. We will review critically research on gender issues, on approaches to teaching mathematics and sciences, and on psychological and social factors related to the participation of women in mathematics and science.
G. Hanna

EDT3318 H Research Seminar in Multilingual/Multicultural Education

A critical analysis of research on multilingual/multicultural phenomena intended (a) to broaden students' knowledge of advanced research in the area, and (b) to increase awareness of the advantages and disadvantages of different methodologies applied to a wide variety of research questions. The course is designed primarily for students intending to pursue thesis research in this area; course requirements include reviewing the literature on a particular topic and designing an empirical study to address specific issues. Previous or concurrent coursework in statistics is required.
J. P. Cummins

EDT3319 H Colloquium in Educational Linguistics

This colloquium provides opportunities for intensive individual and group study of specific problems in second-language learning and teaching.
S. Lapkin and M. K. Swain

EDT3320 H Research Seminar in Science Education

A critical examination of current theoretical perspectives and research methods in science and technology education. The course is designed for those contemplating a thesis in this area. Participants will have the opportunity to present seminars.
D. Hodson

EDT3323 H Seminar on Sociocultural Theory and Its Applications to Educational Research and Practice

Starting with Vygotsky's theorizing of learning and the appropriation of cultural practices and knowledge through engagement in purposeful social activity, this seminar will examine contemporary developments in sociocultural theory as they bear on educational research and practice, with particular critical attention being given to the examination of such key concepts as "apprenticeship," "scaffolding," and "the zone of proximal development." The aim will be to develop a theoretical

framework within which to explore the relationships between classroom practices of teaching-and-learning, student and program evaluation, and teachers' professional development. The theory will also be drawn on to examine such current emphases in educational practice as "active learning," "whole language," and "coperative learning."
C. G. Wells

EDT3324 H Curriculum Issues

This course deals with special topics in the field of curriculum and permits the investigation (in a formal class setting) of issues not covered in the courses offered for the current year. The topic of the course will be arranged each year. (This course does not fulfil the purpose of 3352, which in the Department of Curriculum is normally conducted on a tutorial basis.)
Staff

EDT3332 H Advanced Colloquium in the Educational Linguistics of English

This colloquium deals with selected aspects of the syntax, semantics, stylistics, and phonology of present-day English, including such topics as varieties of English and related pedagogical issues, and the linguistic analysis of learning materials for English as a first or second language.
J. P. B. Allen

EDT3336 H Aspects of Second-Language Acquisition

This course provides an in-depth examination of research on specific aspects of second-language acquisition and explores the relevance of this research for second-language teaching practice.
Prerequisite: Permission of instructor.
B. Harley

EDT 3347 H Arts and Education: Play, Drama, and Thought

A study of imagination, play, and dramatic action in relation to human thought and to arts and education. A review of basic theories is included, with special attention to philosophical and psychological premises. Students undertake selected studies in depth in the research, history, and curriculum applications of play and drama as both a subject and a method.
J. A. Wilkinson

EDT3352 H Individual Reading and Research in Curriculum

Description as for 1352.

EDT3368 H The Teacher as a Contemplative Practitioner

This course examines the role contemplation can play in teaching. Specifically, the concept of contemplation is explored in relation to reflection, personal narrative, and personal mythology. Students will also examine the thought and biographies of various contemplatives (e.g., Emerson, Huxley, Merton, and Steiner). The course provides opportunities to explore various modes of contemplation. Finally, contemplation will be linked with teaching and how it can allow teaching to become a more fully conscious act.
J. Miller

EDT3387 H Research Seminar in Second-Language Literacy Education

A seminar to examine recent research on literacy education in second, foreign, or minority languages and for advanced students to conduct preliminary research or develop thesis proposals in this area. Topics include cognitive processes in reading and writing tasks across languages, social functions of biliteracy, case studies of literacy programs for minority populations, and evaluation research on second- and foreign-language literacy instruction.
A. Cumming

The following courses may be taken for credit in the Department of Curriculum:

History and Philosophy of Education
1447H Technology in Education: Philosophical Issues
1459H Creativity and Education

The following courses might also be of special interest to students in Curriculum:

Adult Education
1148H An Introduction to Workplace and Organizational Democracy
3126H Education and the Global Community: Critical-Visionary Dimensions
3134H Global Ecological Issues from a Community Educational Perspective

Applied Psychology
1211H Psychological Foundations of Early Education

Educational Administration
1045H Language Policy across the Curriculum

SPECIALIZATION IN ADAPTIVE INSTRUCTION

The following courses in Adaptive Instruction are acceptable in fulfilment of the requirements in Curriculum. In addition, courses 1310, 1311, and 1381 in the Department of Curriculum are included in this specialization.

EDT4271 Y Assessment and Programming for Written Language Difficulties

This full-year course is designed to bring theory and practice together in the area of reading, spelling, and writing difficulties. A practicum component involves implementing a theory-based assessment and remediation model (with students of all ages), report writing, and consultation with teachers and parents. The course is intended to be useful in the training of psychometrists/psychologists, special education and curriculum consultants, and classroom and resource teachers. This course is normally limited to students in the Applied Developmental and School and Child-Clinical Psychology programs and to students in the Adaptive Instruction specialization in the Department of Curriculum.
D. M. Willows

EDT4275 H Technology for Developmental Diversity and Adaptive Instruction

This course will examine the potential of microcomputer-based technology in various types of learning environments. The focus is on the use of technology as a tool to increase the teacher's ability to handle a wide range of student learning needs in mainstreamed classrooms. The course is suitable for students in the departments of Curriculum and Applied Psychology who are using or are considering using computers in the classroom.
P. Lindsay and staff

EDT4276 H The Resource Consultant: Skills in Classroom Consultation (Pass/Fail)

This course will cover concepts in collaborative and other forms of consultation in the cycle of assessment and programming. The role of the consultant will emphasize indirect service to pupils by supporting regular classroom teachers. A practicum in consultation will be included. Candidates should have work experience in educational consultation and be familiar with concepts in curriculum-based assessment, program planning, and integration.
A. Jordan

EDT4280 H Issues in Adaptive Instruction

A critical analysis of current issues related to philosophy, practice, administration, mainstreaming and integration,

and instructional and classroom adaptations.
A. Jordan, C. R. Musselman, and staff

EDT4283 H Psychology and Education of the Gifted

The identification and the intellectual, social, and emotional development of the gifted; educational programs in regular and special classes.
D. Keating

EDT4287 H Classroom-Based Counselling Approaches

A major aspect of adapting instruction for students with special needs is counselling students and parents. This course will consider those counselling approaches that are appropriate for teachers in schools and in postsecondary and treatment settings. A variety of techniques including social skills training, crisis intervention, and group counselling will be discussed.
J. Wiener

EDT4288 H Reflective Teaching and Analysis of Instruction

This course is designed to develop students' awareness of, reflection about, and evaluation of their own professional knowledge and skills in relation to work with a variety of learners, and their skills in analysing instruction and related work (individual and systemic).
U. Shafrir

EDT4291 H Special Topics in Applied Developmental Psychology and Adaptive Instruction: Master's Level

A course designed to permit the study (in a formal class setting) of specific areas not already covered in the courses listed for the current year. (This course does not fulfil the purpose of 4295, which is normally conducted on a tutorial basis.) A variety of courses may be offered under this category. For further information, see the course schedules available in early March.
Staff

EDT4292 H Assessment for Instruction

Critical analysis of assessment procedures including psychometric tests, curriculum-based assessment, and dynamic assessment and of the function of assessment in relation to adaptive instruction. A practical component is included.
T. W. Humphries, A. Jordan, and J. Wiener

EDT4293 H Interpretation of Research in Applied Developmental Psychology and Adaptive Instruction

Introductory course in the critical evaluation of research reports and in elementary research methods. Emphasis is given to research as a mode of critical inquiry, research design in mainstream and special education settings, and the importance of theory development in both basic and applied research.
E. Geva, P. Lindsay, C. R. Musselman, and L. Siegel

EDT4294 H Classroom Adaptations and Instructional Strategies

Students will become knowledgeable about components of adaptive instruction, principles involved in evaluating instructional materials, and understanding remedial/developmental approaches.
E. Geva, A. Jordan, and J. Wiener

EDT4295 H Individual Reading and Research in Applied Developmental Psychology and Adaptive Instruction: Master's Level

Specialized study, under the direction of a faculty member, focusing on topics that are of particular interest to the student but are not included in available courses. Although this course may be taken for other purposes, it is the vehicle through which the MRP requirement is fulfilled. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.
Staff

RESEARCH SEMINARS AT THE DOCTORAL LEVEL

EDT5280 H Research Seminar and Thesis Planning in Applied Developmental Psychology and Adaptive Instruction

Study and interpretations of research relevant to the student's doctoral thesis.
Prerequisite: Permission of instructor.
E. Geva, L. Siegel, and K. E. Stanovich

EDT5281 H Research and Theories of Reading Disability

A survey of current empirical evidence and theoretical models of reading disability, focusing on basic research on reading disability deriving from cognitive and developmental psychology. Individual differences in reading acquisition will be discussed as a context for understanding reading disability. Students will conduct an in-depth analysis of a specific research problem relevant to reading disability and/or reading acquisition.
K. E. Stanovich

EDT5282 H The Psychology of Critical Thinking

This course examines current research and theory on the psychology of critical thinking and explores the philosophical and empirical foundations of the concepts of critical and rational thinking. The framework for the course will be provided by recent research in cognitive, developmental, and educational psychology. Individual differences and the development of critical thinking will be discussed as a context for evaluating educational efforts to foster critical thinking.
K. E. Stanovich

EDT5283 H Applied Developmental Psychology: Research and Methods

The course focuses on current research and methods in the emerging field of applied developmental psychology, including experimental, differential, developmental, and intervention approaches. Students will develop research expertise through work on their own projects and will broaden their understanding of the field through seminar discussion.
Prerequisite: One graduate course in quantitative analysis, and permission of instructor.
D. Keating

EDT5284 H Assessment and Intervention in Multicultural/ Bilingual Contexts

This course explores assessment and intervention issues and techniques arising in second-language and multicultural contexts. Topics covered include cross-linguistic assessment, prose comprehension, linguistic and communicative development, the role of orthography and phonological skills, mathematical disabilities, and communication with parents.
Prerequisite: at least one prior assessment course.
E. Geva

EDT5295 H Individual Reading and Research in Applied Developmental Psychology and Adaptive Instruction: Doctoral Level

Specialized study, under the direction of a faculty member, focusing on topics that are of particular interest to the student but are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.
Staff

EDT5298 H Special Topics in Applied Developmental Psychology and Adaptive Instruction: Doctoral Level

A course designed to permit study (in a formal class setting) of specific areas not already covered in the courses listed in the current year. (This course does not fulfil the purpose of 5295, which is normally conducted on a tutorial basis.) For further information, see the course schedules available in March.
Staff

The following courses in the Computer Applications program might also be of interest to students in the Adaptive Instruction program:

1505H Instructional Technology: Instructional Programming
3502H Computer-Supported Intentional Learning Environments
3503H Instructional Technology: Seminar in Interactive Video/Graphics
3512H Research Seminar in Artificial Intelligence Applications in Education

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COURSES IN THE COMPUTER APPLICATIONS PROGRAM

EDT1501 H Instructional Technology: Computer-Based Instruction

Current practice and research in the use of computers to guide instruction are examined. Includes all aspects of computer-aided learning: computer-assisted testing, computer-managed instruction, and computer-assisted instruction. Specific topics change each year.
W. P. Olivier

EDT1503 H Introduction to Computer Applications in Education

An overview of the uses of computers in education and consideration of critical issues of those uses; recommended as the first course taken in this field. Topics, representative of concerns of other computer applications courses, will be selected from among the following: computers in the schools, educational software evaluation, instructional design, interactive instructional technologies, multimedia, curriculum applications, and communications technologies: computer conferencing, Internet, virtual reality, cognitive technologies for intentional learning, Artificial Intelligence applications.
Note: No previous experience required. This is not a skills-oriented course, but some basic computer skills will be required or developed as part of the coursework.
R. S. Cohen, L. E. Davie, and R. S. McLean

EDT1505 H Instructional Technology: Instructional Programming

Procedures for the selection and development of computer-based individualized instructional materials by applying principles derived from instructional systems development and computer-assisted learning/training.
Prerequisites: Proficiency in at least one programming language and 1518.
W. P. Olivier

EDT1509 H Instructional Technology: Video/Multimedia Design

A course on video, videodisc, and digital video and their applications to education and training. Experience is provided in applying the principles of instructional systems design and production discussed in class to the development of materials in the multimedia laboratory and television studio.
Prerequisites: 1505 and 1518.
W. P. Olivier

EDT1513 H Development Tools for Educational Software

Detailed exploration and use of professional tools for prototyping and implementing educational software, including prototyping environments such as Hypercard, programming languages such as "C" and Hypertalk, windowing environments and toolkits, operating systems, and strategies for software portability. Object-oriented concepts are emphasized.
Prerequisite: Experience in technical aspects of software development, or permission of instructor.
R. S. McLean

EDT1514 H Internet Resources and Education

Internet is the worldwide connection of over 1.5 million computers in universities, colleges, schools, government, and

commercial enterprises. Its size is doubling each year. This course provides experience accessing the Internet and focuses on finding Internet resources for use in education. Students will collect resources from the Internet and present them in an Internet "gopher" for access by others on the Internet.
R. S. McLean

EDT1515 H Computers in the Curriculum

The use of computers in schools as tools for students in curricula other than computer studies. The major emphasis is on determining the specific needs (of students, teachers, etc.) that computers can meet. Class members will determine the ways in which computers *should* be used in a particular grade/subject setting.
Prerequisites: 1503.
R. S. Cohen and R. S. McLean

EDT1516 H Computer Studies and the Teaching of Programming

A discussion of issues related to computer studies and the role of computer programming instruction at the elementary, secondary, and postsecondary levels. Relationships to mathematics, science, and other curriculum areas will be explored. Research literature in the following areas will be examined: implementation of computer studies curricula; use of hypermedia-based authoring tools; multimedia and applications packages in computer studies; instructional techniques and their effectiveness; project-based learning and teamwork; the teacher's role; students' learning processes; programming instruction to children and the related cognitive prerequisites and effects; user-supportive programming environments for beginners.
R. S. Cohen

EDT1517 H Computer Infrastructure for Education

Study of the technical characteristics of microcomputer infrastructure for education, including the principles of computer hardware, software, operating systems storage, graphic displays, networks, and peripheral devices. Emphasizes layered architectures, emerging standards, and software portability environments.
R. S. McLean

EDT1518 H Instructional Technology: Instructional Design

Procedures involved in the systematic design of instruction and training will be covered. Discussion will focus on computer-based training and interactive multimedia, but other forms of instruction and training will be illustrated. Students will complete an instructional design of their choice as a project.
W. P. Olivier

EDT1519 H Educational Applications of Computer-Mediated Communication

A survey of the use of computers for human communication for educational purposes. Applications and issues of teaching and learning in the online environment, related to all levels of education, are examined. The course is conducted via OISE's computer conferencing system.
L. E. Davie and R. S. McLean

EDT1521 H Computers in Mathematics Education: Secondary

A critical examination of the role of computers in the teaching of secondary school mathematics, and of their influence on curriculum content and on processes of doing mathematics. This includes a discussion of the role of computers in manipulating symbols and graphing, thus affording a greater emphasis on problem understanding, basic strategies, and mathematical formulations.
G. Hanna

EDT1530 H Virtual Reality and Education

"Virtual reality" uses interactive computer technology to create vivid, immersive experiences that, although they are

generated by the computer, are so involving that they seem "real." This course explores the definition of virtual reality, its history, component technologies and cultural influences, portrayal in the media, research opportunities, and implications for education as the currently expensive technology becomes affordable and widespread.
R. S. McLean

EDT1531 H The Microcomputer Is the Medium and Education Is the Message

We shall study the use and effects of computers in education from the perspective of the communication ideas and theories of Innis and McLuhan. We assume that computers are not only processors of information but also media of communications. A comparison of literacy, numeracy, and computer literacy will be made to determine the most effective and creative ways computers can be used in the classroom and other educational settings.
R. K. Logan

EDT1532 H Introduction to Artificial Intelligence Applications in Education

The course provides a critical overview of various applications of artificial intelligence (AI) ideas and techniques in education. Topics may include: an introduction to AI; models of knowledge representation; knowledge-based systems and their educational potential; intelligent interfaces and natural language processing; intelligent tutoring systems—modelling subject matter expertise, tutoring techniques, and computerized diagnosis; microworlds, interactive simulations, and computer coaches; computer tools for enhancing reflection, investigation, and problem-solving skills.
Prerequisites: 1503 and some experience in computer programming.
R. S. Cohen

EDT1551 H Special Topics in Computer Applications: Master's Level

A course designed to permit the study (in a formal class setting) of a specific area of computer applications not already covered in the courses listed for the current year. (This course does not fulfil the purpose of 1552H, which is normally conducted on a tutorial basis.)
Staff

EDT1552 H Individual Reading and Research in Computer Applications: Master's Level (Pass/ Fail)

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.

EDT3500 H Research Seminar in Interactive Systems for Education

Principles and practice of user interface design as applied to educational software. Students will undertake a research or development project in an area of human/computer interfaces.
R. S. McLean

EDT3502 H Computer-Supported Intentional Learning Environments

Computer-supported intentional learning environments have two principal objectives: (a) to upgrade the conceptual quality of what is learned; and (b) to increase students' abilities to monitor, control, and improve their own learning. In this course students will help design, pilot test, and revise intentional learning environments.
M. Scardamalia

EDT3503 H Instructional Technology: Seminar in Interactive Video/Graphics

Current research and applications in the use of non-textual electronic media in the individualized instructional process will be analysed. Specific considerations will relate to cognition and visual perception, the person–machine inter-

face, instructional systems design, production, and evaluation. Individuals will prepare an in-depth analysis of a selected sub-topic.
Prerequisite: 1501.
W. P. Olivier

EDT3519 H Research Issues in Educational Computer-Mediated Communication

A critical analysis of the research literature, methods, and findings relating to the use of computer-mediated communication for education. The course is conducted via OISE's computer conferencing system (Participate).
Prerequisite: 1519, or permission of instructor.
L. E. Davie and R. S. McLean

EDT3522 H Doctoral Seminar: Research Issues in Computer Applications

Doctoral students specializing in Computer Applications in Education are normally required to take this seminar as preparation for the comprehensive examination requirement. The seminar offers a critical survey of major components of the field, focussing on research strategies and findings.
R. S. Cohen, L. E. Davie, R. S. McLean, and W. P. Olivier

EDT3551 H Special Topics in Computer Applications: Doctoral Level

Description as for 1551. (This course does not fulfil the purpose of 3552, which is normally conducted on a tutorial basis.)
Staff

EDT3552 H Individual Reading and Research in Computer Applications: Doctoral Level (Pass/Fail)

Description as for 1552 (Pass/Fail).

COURSES IN THE MEASUREMENT AND EVALUATION PROGRAM

EDT1601 H Descriptive Statistics (Non-Credit)

Students enrolling in 1666, 1693, or other similar courses, who have no background knowledge of elementary statistics are advised to take this non-credit course, or to make arrangements to acquire this knowledge.
Staff, Summer Session (first two weeks) and Regular Session (first five weeks)

EDT1602 H Elementary Matrix Algebra (Non-Credit)

Introduction to vectors and matrices, basic operations, and such concepts as inverse, determinant, and singularity.
S. Nishisato, Regular Session (first five weeks)

EDT1613 H Applied Psychometric Methods

Designed for students who have taken an introductory course in statistics, this course will acquaint them with some currently accepted psychometric techniques for constructing and validating psychological measures. It will also provide experience in applying associated computer programs to realistic sets of data and in interpreting the resulting computer output.
R. E. Traub

EDT1619 H Alternatives to Quantitative Evaluation in Education

This course presents qualitative, contextually oriented alternatives to existing conventional, preordinately oriented strategies. Discussion focuses on different metaphors for evaluation, such as educational criticism, investigative journalism, jurisprudence, and naturalistic inquiry. Students will integrate theoretical ideas with fieldwork.
J. Weiss

EDT1629 H Measurement and Accountability

An examination of principles of meas-

urement and their relationship to major issues in accountability, such as the validity of comparative international and national studies, the influence of external examination, and the effects of large-scale testing on students and the curriculum. The course is intended for both Measurement students and others.
G. P. Nagy (offered in alternate years)

EDT1651 H Special Topics in Measurement and Evaluation: Master's Level

A course designed to permit the study (in a formal class setting) of specific areas of measurement and evaluation not already covered in the courses listed for the current year. (This course does not fulfil the purpose of 1652, which is normally conducted on a tutorial basis.)
Staff

EDT1652 H Individual Reading and Research in Measurement and Evaluation: Master's Level

Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student. While course credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

EDT1666 H Elements of Statistics

Techniques for data exploration and description, basic theory behind hypothesis testing and confidence intervals, and common confirmatory techniques (correlation, simple linear regression, one-way analysis of variance). Students are expected to learn to use the MINITAB statistics package or equivalent. Prerequisite: Knowledge of elementary arithmetic and algebra.
G. Hanna, L. D. McLean, G. P. Nagy, S. Nishisato, R. E. Traub, and staff

EDT1680 H Applied Dual Scaling (Pass/Fail)

Application-oriented introduction to dual scaling and its rationale, with illustrations, for optimal quantification of different types of qualitative data, practicum in data analysis, interpretation of the scaling outcomes, and class presentations. This course is intended for both Measurement students and others.
S. Nishisato

EDT1691 H Evaluation Models and Methods

This course has three foci: the evaluation of a wide range of *programs* in schools, social service agencies, and health services; the evaluation of *educational achievement* (performance testing, constructed-response tests, and short-answer/multiple-choice tests) within the context of language, maths, science, social science, and arts education; and the evaluation of *products* such as computer software and learning kits. Students will be introduced to both quantitative and qualitative approaches to evaluation (models) as the evaluation process is analysed from preparation of the evaluation agreement to presentation of the final report.
L. D. McLean, G. P. Nagy, J. Weiss, and staff

EDT1692 H Introduction to Research in Education

Basic concepts, methods, and problems in educational research are considered: discovering the periodicals in one's field, steps in the research process, developing research questions, design of instruments, methods of data collection and analysis, interpreting results, and writing research reports.
Staff

EDT1693 H Data Analysis in Education

An overview of widely used methods of data analysis. The topics are graphical methods, basic exploratory analysis, factor analysis, structural equation modelling with latent variables, principal component analysis, Thurstonian scaling, dual scaling, multidimensional scaling, cluster analysis, analysis with association models, multiple discrimi-

nant analysis, and multiway data analysis.
Desired background: 1602 (non-credit) or equivalent.
G. Hanna, G. P. Nagy, S. Nishisato, R. E. Traub, and staff

EDT1694 H Instrument Development in Education

An overview of kinds of instruments used for collecting educational data. Classroom tests and various item types; norm-referenced and criterion-referenced standardized achievement tests; group intelligence and aptitude tests; attitude and self-report scales; observational systems, including performance assessment and classroom observation; questionnaires and surveys; interview protocols; reliability theory and item anlysis; and validity. The course will focus on selection criteria for commercially available instruments, and on criteria for use in refining researcher-designed instruments.
G. P. Nagy, R. E. Traub, and staff

EDT3602 H Structural Equations with Latent Variables

Beginning with basic tests of hypotheses on the structure of covariance matrices, the course leads to the standard problems of estimation and hypothesis testing for structural coefficients and for overall model fit. It also includes consideration of more general recursive and non-recursive path analysis models.
Desired background: 1602 (non-credit) or equivalent.
G. Hanna

EDT3605 H Test Theory

Seminar on recent advances in test theory. Topics include classical test theory, generalizability theory, and item response theory, with applications to educational research problems.
Desirable background: 1602 (non-credit), 1691, 1692, 1693, 1694, and 3666, or equivalents.
R. E. Traub

EDT3610 H Evaluation Methodology and Theory

Theories and their links to methodology are used to examine the logic of evaluative inquiry. Subject matter theories, such as language theory, are seen to play a role as well as subjectivist and objectivist epistemologies. Prominent evaluation models (e.g., CIPP, illuminative, responsive) are compared and contrasted to bring out their conceptual bases. Students wishing an introduction to evaluation methodology should register for course 1691 and/or more specialized courses such as 1619, 1124, or 1133. Courses 3610 and 1691 are normally required for the Evaluation specialization.
Prerequisite: Master's-level course such as those listed above, or permission of instructor.
L. D. McLean and J. Weiss

EDT3629 H Measurement and Cognition

This course is intended to introduce Measurement and Applied Cognitive Science students to each others' disciplines, with a view to developing a cognitively sensitive measurement model useful for the assessment of complex learning outcomes.
Prerequisite: Some background in either cognition or measurement.
G. P. Nagy

EDT3637 H Scaling Theory

Detailed examination of dual scaling, advanced treatment of the Thurstonian methods of unidimensional scaling, several versions of both metric and non-metric multidimensional scaling procedures.
Prerequisites: 1602 (non-credit) and either 1680 or 1693, or permission of instructor.
S. Nishisato

EDT3651 H Special Topics in Measurement and Evaluation: Doctoral Level

Description as for 1651. (This course

does not fulfil the purpose of 3652, which is normally conducted on a tutorial basis.)
Staff

EDT3652 H Individual Reading and Research in Measurement and Evaluation: Doctoral Level

Description as for 1652.

EDT3660 H Practicum in Recent Educational Research

This seminar is intended primarily for doctoral students in a number of departments. The main activity will be the cooperative critiquing and evaluation of recent research papers, ongoing projects, and research proposals. The content of the course will depend on the specific research interests and activities of the participants. The main goal of the program will be to improve the student's ability for critical appraisal of research articles, projects, and proposals. The course should be of interest to those who will be proposing a thesis or who recently have begun work on a thesis or major research report.
Prerequisite: Permission of instructor.
Staff

EDT3666 H Intermediate Statistics and Research Design

Analysis of variance for one-way and multi-way classification data for fixed, mixed, and random effects models and various designs (e.g., crossed, nested, composite, repeated measurements); multiple comparison tests (Tukey, Scheffé) linear and multiple regression; multiple correlation; analysis of covariance.
Prerequisite: 1666 or equivalent, or permission of instructors.
G. Hanna, L. D. McLean, G. P. Nagy, and staff

EDT3668 H Multivariate Analysis with Applications

Multivariate statistical procedures, including multiple regression analysis, multivariate significance tests, factor analysis, discriminant analysis, canonical analysis, multivariate analysis of variance, and general linear models, are discussed with application to data.
Prerequisite: 1602 (non-credit), 1693, 3666, or permission of instructors.
S. Nishisato, R. E. Traub, and R. G. Wolfe

EDT3672 H Practicum in Educational Evaluation

Supervised experience in an area of fieldwork, under the direction of faculty and field personnel. Examples of typical activities are developing an evaluation project and/or acting as research assistant and advisor to educational bodies or agencies. Arrangements for this practicum are made through the Practicum Coordinator. Inquire at department office at least two months before beginning of term.
Staff

EDT3673 H Advanced Seminar in Evaluation Problems

An advanced seminar dealing with theories and practical constraints in the implementation of evaluation strategies in field settings. It is intended to draw upon the expertise and experience of practising evaluators and directors of ongoing projects both within and outside the Institute.
Prerequisite: 3610 or equivalent.
Note: Practicum 3672 and Seminar 3673 may not both be taken for credit in fulfilling the requirements of the eight half-courses in the Ed.D. program in Evaluation.
L. D. McLean

3674 H Advanced Seminar in Measurement and Experimental Design

Consideration of advanced theoretical and empirical topics in measurement, and a detailed examination of experimental designs relevant to educational research.
Prerequisite: Permission of instructor.
Staff

The following courses might also be of special interest:

Adult Education
1133H Introduction to Qualitative Research in Adult Education
1137H Evaluation of Adult Education Programs

Applied Psychology
1205H Individual Intellectual Assessment

Curriculum
1360H Evaluation of Curriculum and Instruction
1363H Curriculum and Student Evaluation

Educational Administration
1005H The Computer in Educational Administration

Higher Education
1828H Evaluation in Higher Education

EDUCATIONAL ADMINISTRATION

Stephen B. Lawton, Ph.D. (California at Berkeley)
Professor, and Chairperson of the Department
(educational finance and its social, political, and economic contexts; analysis of quantitative data; total quality management (TQM) in education)

Graduate Studies Academic Secretary, to whom inquiries for this department should be directed:
John E. Davis, Ph.D. (Toronto)
Professor
(organizational theory and culture; small schools issues; school board studies)

Paul T. Begley, Ed.D. (Toronto)
Associate Professor
(administrative values; performance appraisals; school improvement processes; leadership development)

David J. Corson, Ph.D. (London)
Professor
(language policy and planning; minority schooling; school to work; ethics and educational administration; discourse and power; social research theory and methods)

Andrew Hargreaves, Ph.D. (Leeds)
Professor
(teacher development; time and teachers' work; culture of the school; curriculum and assessment reform; qualitative research on educational policy and practice)

Edward S. Hickcox, Ed.D. (Cornell)
Professor
(internal functions of school boards and school systems; trustee/administrator relationship; performance appraisal)

Arthur M. Kruger, Ph.D. (Massachusetts Institute of Technology)
Professor, and Director, OISE, cross-appointed to the Higher Education Group
(collective bargaining in the public sector)

Kenneth A. Leithwood, Ph.D. (Toronto)
Professor
(educational leadership; administrative expertise; school and school system improvement)

Donald F. Musella, Ed.D. (State University of New York at Albany)
Professor
(leadership and human resource development; organizational development and change)

Susan Padro, Ph.D. (Florida State)
Associate Professor
(educational systems planning; policy analysis and decision-making; computers in educational administration; gender issues in educational administration)

James J. Ryan, Ph.D. (Toronto)
Associate Professor
(interpretive and critical theories of educational administration; ways of knowing educational administration; Native and minority education)

Richard G. Townsend, Ph.D. (Chicago)
Professor, cross-appointed to the Higher Education Group
(the rise and fall of recent educational policies; internal, local, and provincial politics; confessional, impressionistic, and critical ethnographies; home–school and community–school partnerships)

Rouleen Wignall, Ph.D. (Toronto)
Assistant Professor
(administrative context; purpose, value, power, compliance, and public and private life; culture/gender issues; research methodologies and ethics; resource allocation)

Marvin A. Zuker, LL.B (Osgoode), M.Ed. (Toronto)
Assistant Professor, cross-appointed to the Higher Education Group
(legal context of education)

PROFESSORS EMERITI:

Alan F. Brown, Ph.D. (Alberta)
Mark Holmes, Ph.D. (Chicago)
John H. House, Ph.D. (Alberta)
Edward H. Humphreys, Ed.D. (Toronto)
E. Brock Rideout, M.Ed. (Toronto)

DEPARTMENT MISSION

The department is devoted to the study and development of policy, planning, leadership, and administration in education.

PROGRAMS

Several programs are offered by the Department of Educational Administration to meet the diverse needs of practitioners and scholars of educational administration.

The M.Ed. and Ed.D. programs are designed to prepare practitioners for leadership careers at various levels. These programs concentrate on those elements of theory and research that are of direct assistance in understanding and resolving problems and issues confronting practising administrators.

The M.A. and Ph.D. programs are intended particularly for those who are interested in educational administration as an academic field of study. Students are typically interested in the ideas behind this applied field of study, and their research involves the application of ideas to practice. The M.A. program appeals to those with an excellent academic background who want to continue to the Ph.D. The Ph.D. program is especially of interest to those considering a future in the university or in research.

Non-degree programs include the Certificate Program in School Management and the Diploma of Advanced Studies in Educational Administration, offered through the department; and the Ontario Principal Certification Program and the Supervisory Officer's Qualifications Program, offered through the Centre for Leadership Development. For these latter two programs, please contact Marie Maidman at the Centre for Leadership Development, Room 7-231, OISE.

CERTIFICATE PROGRAM IN SCHOOL MANAGEMENT

The Certificate Program in School Management serves the professional development needs of school business officials and other educational administrators who desire further study in school administration.

Admission and Fees

Admission requirements are:
(a) seven years' experience as a school business official or in some other aspect of school administration;
(b) two letters of recommendation, one from an educational administrator for whom the applicant has worked directly, one from a professional colleague or a university professor who can speak to the question of academic competence;
(c) an educational background appropriate for work at an advanced level; normally, a degree of high standing from a recognized university or equivalent.

The Certificate Program is operated entirely by the Department of Educational Administration. All correspondence and fees should be sent to: S. B. Lawton, Coordinator, Certificate Program, Department of Educational Administration.

Full-time students pay the full graduate academic fee per annum (plus incidental fees). Part-time students pay for each half-course. In 1994/95, the full-time annual fee was $2797 and the half-course fee was $419.50.

Program of Study

The program of study consists of:
(a) 1040 and 1041, which are strongly recommended as first courses;
(b) two half-courses related to school board management, which normally include 1017;
(c) two elective courses, normally in Educational Administration.

Students may begin the program in the summer, fall, or winter. If full-time, the program may be completed in one Winter Session (September to April). If part-time, it may be completed in any three Winter or Summer Sessions.

DIPLOMA OF ADVANCED STUDIES

The Diploma of Advanced Studies in Educational Administration is intended for experienced administrators holding a master's degree in administration or equivalent who desire a short full-time program of challenging studies and experiences.

Each student's program will be planned on the basis of a needs analysis with department faculty. The program will consist of a total of six half-courses, credit for two of which may be earned through approved professional development activities; ten contact days of approved activity will constitute the equivalent of one half-course.

Normally, there will be a full-time requirement of one term of study (September to December or January to April). All requirements for the Diploma will have to be completed within seven years of admission to the program. No credit will be given for courses or activity before admission; nor will courses taken as a Diploma student be credited toward other programs.

For more information, contact S. B. Lawton, Coordinator, Diploma of Advanced Studies in Educational Administration, in the department.

MASTER OF EDUCATION

The M.Ed. program is designed primarily for persons who are interested in learning the nature and practice of leadership in administration, policy, and planning.

Departmental Requirements

In addition to the general requirements in the "General Requirements for Admission and Degrees" section of this Bulletin, desirable departmental criteria for admission to an M.Ed. degree program are as follows:
(a) a good university degree, preferably with a concentration and focus in an area relevant to the type of educational administration the applicant wishes to enter;
(b) an interest in the study and practice of administration;
(c) academic qualifications beyond the first degree;
(d) two letters of reference (see "Application for Admission" section). Whenever possible, one should be written by an educational administrator for whom the applicant has worked, and the second by a professional colleague.

Program of Study

There are two options within the M.Ed. program in Educational Administration for all students commencing their degree program after July 1, 1993. Option II as described in the "General Requirements" section consists of eight half-courses and a major research paper (MRP), and Option III consists of six half-courses and a comprehensive thesis. Applicants to the latter program must have graduated with a four-year honors degree or the equivalent.

Option II comprises:
(a) 1040 Educational Administration I: The School System; 1041 Educational Administration II: The School System in Society; and 1003 Introduction to Research in Educational Administration, or equivalent. Course 1040 is strongly recommended to be the first course taken in Option II, followed by course 1041; course 1003 should be taken toward the end of the program;
(b) five other courses, of which at least two must be in Educational Administration;
(c) a research project to be carried out under the guidance of a faculty member.

Option III comprises:
(a) 1040 Educational Administration I: The School System; 1041 Educational Administration II: The School System in Society; and 1003 Introduction to Research in Educational Administration, or equivalent. Course 1040 is strongly recommended to be the first course taken in Option III, followed by course 1041; course 1003 should be taken toward the end of the program;
(b) three other courses, of which at least two must be in Educational Administration;
(c) a comprehensive thesis, to be developed under the guidance of a faculty member.

Students contemplating applying to a doctoral program, which requires a Qualifying Research Paper (QRP) before admission, should plan their M.Ed. courses particularly carefully with their faculty advisor. MRPs may meet the QRP requirements.

After completing course requirements, M.Ed. students must continue to enrol until theses or MRPs are approved. The department strongly recommends completion of theses and MRPs within eighteen months of finishing course requirements.

Students who are working toward the M.Ed. degree on a part-time basis are advised that some courses in the M.A., Ph.D., and Ed.D. programs may not be open to them since they may require full-time study or attendance during the day.

Any course offered by the department, by the Institute, or by another graduate faculty in the University of Toronto may be selected as an elective. Students selecting such courses should consult their faculty advisor. Students may commence their program in the fall, part-time or full-time, in the Summer Session, or in the first or second term of the Winter Session.

OFF-CAMPUS AND DISTANCE EDUCATION COURSES (M.Ed. and Certificate students)

The department is currently offering some sections of existing courses off-campus and by audio- and computer-conferencing modes. The purpose is to make some Institute courses available during the first and second terms to people in localities far from Toronto. The admission requirements are the same for the off-campus courses as for the regular campus program.

Information materials for both off-campus and on-campus courses to be offered in the 1995 Summer Session and the 1995/96 Winter Session for continuing students will be available from the

Office of Graduate Studies on March 1. New applicants should apply by January 15, although later applications to off-campus courses will be considered.

For more information, contact J. E. Davis, Graduate Studies Academic Secretary.

DOCTOR OF EDUCATION

The Ed.D. program in Educational Administration is designed to develop highly competent personnel for senior administrative positions in school systems, colleges, universities, and other educational institutions and agencies and for academic positions in universities and colleges. The program is designed to satisfy the needs of practising and aspiring educational administrators and academics who, because of the increasing complexity of problems related to the operation of educational organizations, have recognized the need for further professional education. The emphasis is on developing skills in the application of knowledge from theory and research to practical administrative problems. To accomplish this, the program is flexibly designed and involves numerous collaborative experiences among faculty members, students, and administrators.

Departmental Requirements

In addition to the general requirements given in the "General Requirements for Admission and Degrees" section, the Department of Educational Administration specifies the following:

(a) The applicant should hold a master's degree with specialization in Educational Administration from the University of Toronto, or an equivalent degree. Additional coursework will be required from those who do not have a background in administrative studies.

(b) The applicant must have had a successful leadership experience in education or must show potential for leadership. Evidence of this will be provided by two letters of reference that the applicant must secure from senior administrators under whom the applicant has functioned, commenting on the applicant's

—achievement in identifying and solving educational problems;

—ability to work with people;

—leadership style; and

—awareness of current social and educational issues.

(c) Applicants must also furnish at least one letter of reference from a professor under whom they have studied, commenting on their scholarly achievement. Those applying to the Administrator Doctoral Program option should so indicate on form B#3 of the application materials.

Program of Study

The Ed.D. program is organized into six complementary components:

(a) Ed.D. core seminars, which consist of two half-courses (3040 and 3041) that apply theoretical knowledge to problems likely to be experienced by senior administrators in educational organizations;

(b) two of the following three half-courses or their equivalent: 3042, 3043, or 3044. (3044 is the administrative internship program, and only an internship program taken for credit at another university would be considered equivalent);

(c) two further courses in Educational Administration at the 3000 level;

(d) elective courses: two are required, although more may be taken. It is suggested that at least one elective be taken outside of the department;

(e) a comprehensive examination as part of the thesis proposal hearing;

(f) a doctoral thesis.

A student's program of study will normally begin in the fall term. The internship, if selected, would occur normally in the intersession between the spring and summer terms. Successful applicants are encouraged to begin the program with the residence year. If part-time study is chosen, it should begin as close to the residence year as possible.

The Program Coordinator will act as advisor to candidates until such time as a thesis supervisor is chosen. Candidates are responsible for meeting all of the program requirements as outlined in this Bulletin, unless changes are approved in writing by the Program Coordinator or the thesis supervisor.

Candidates who have been accepted to the Ed.D. program will be given a commitment from the Department of Educational Administration that a place will be retained for them for a maximum period of three years from the date of original acceptance. (Such commitment, however, is subject to any changes in OISE admission requirements.) Candidates accepted under this provision will be required to indicate by December 31 their intention to begin the program in the next academic year. When requesting application materials from the Office of Graduate Studies, it is important to indicate that you wish to apply for the Ed.D. program in Educational Administration.

For more information, contact J. J. Ryan, Ed.D. Program Coordinator.

ADMINISTRATOR DOCTORAL PROGRAM (Ed.D.)

The administrator doctoral program is designed for full-time administrators in educational or public-sector organizations. The admission and program requirements are generally the same as those of the present Ed.D. program with some exceptions. They include the same number of required courses, the internship, the comprehensive examination as part of the thesis proposal hearing, and the doctoral thesis.

Some characteristics are unique to this program option:
—Unlike that of the regular Ed.D. program, the residence requirement will be satisfied by two four-month periods.
—To reflect the value of a cohort program, the schedule of the required courses will follow a fixed pattern for each group of students.
—The residence requirement will coincide with the scheduling of the required courses (i.e., May–August).
—Students will be in a cohort group for three of the four required courses: 3040 Administrative Theory and Educational Problems I; 3041 Administrative Theory and Educational Problems II; and 3042 Field Research in Educational Administration.
—Approved research proposals for the thesis will be field based and directed to administrative and organizational problems.
—Students normally will be required to participate in a supervised internship, 3044 Internship in Educational Administration, unless an alternative is approved by the Program Coordinator or the thesis supervisor.

The Program Coordinator will act as advisor to candidates until such time as a thesis supervisor is chosen. Candidates are responsible for meeting all of the program requirements as outlined in this Bulletin, unless changes are approved in writing by the Program Coordinator or the thesis supervisor.

MASTER OF ARTS AND DOCTOR OF PHILOSOPHY

The M.A.–Ph.D. program fosters the study of problems in the administration and leadership of educational programs. It will best serve those who have a commitment to scholarship and research as means for deepening their understanding of administrative action in schools or in other educational and service institutions. While experience in teaching and administration is not an essential prerequisite for admission, such experience is a desirable background. It should be noted that M.A. students may also proceed to an Ed.D. program.

Applicants to the program must include with their application a statement of their background and interests. The statement should describe the applicant's past professional and educational experience and should demonstrate how studies within the M.A.–Ph.D. program would help in the attainment of future career goals.

Upon entry to the program, the M.A.–Ph.D. Admissions Committee will assign an advisor to assist the student in choosing a specific program of study. This assignment will be made on the basis of the written statement of the student's plans and in light of his or her interests and preferences. The initial assignment of a program advisor does not, however, determine the selection of a supervisor for the student's thesis research, as that relationship is to be later worked out mutually between the student and a faculty member.

For information not provided in this Bulletin, applicants should contact the M.A.–Ph.D. Program Coordinator.

Departmental Requirements

Admission to the M.A. program normally requires a four-year University of Toronto bachelor's degree, or its equivalent, in a relevant discipline or professional program, completed with the equivalent of a University of Toronto B+ standing in the final year (see the "General Requirements" section). The M.A. program consists of eight half-courses and a thesis. Additional courses may be required of some applicants. The M.A. is available through both full-time and part-time studies.

Admission to the Ph.D. program requires prior completion of the University of Toronto M.A. degree or its equivalent, with standing equivalent to a University of Toronto A–. Students who have completed an appropriate master's degree that did not include a thesis or research project are required to complete a Qualifying Research Paper to a standard satisfactory to the M.A.–Ph.D. Admissions Committee. Before undertaking a qualifying research project, students should first consult the Program Coordinator.

The minimum required number of courses for the Ph.D. program for those who have completed an M.A. program within the department is six half-courses. Students with less background in educational administration at the graduate level are usually required to take either eight, ten, or twelve half-courses.

The general admission requirements for M.A. and Ph.D. programs are set out in the "General Requirements" section of this Bulletin.

Program of Study

M.A.

At least half of the required courses for an M.A. program must be completed in the Department of Educational Administration. The remaining courses may be selected from those offered in the department, in other departments of OISE, or in other graduate departments of the University of Toronto. At least two half-courses concerned with methods of inquiry must be included. Normally the courses chosen for the M.A. program will be at the 1000 level.

Ph.D.

The program comprises at least six new half-courses, four of which normally must be 3040, 3042, 3043, and one elective advanced-level (3000) course. Students who have already attained an acceptable level of competence in research methodology may be authorized to choose a course in a different area of specialization.

As students' course selections are not formally authorized, it is the student's responsibility to ensure that the selected program meets the departmental requirements. Any deviation from the program described above must be approved in writing by the Program Coordinator.

Ph.D. candidates are required to pass a comprehensive examination as part of the thesis proposal hearing. A thesis is required.

COURSES

A course is identified with this department when the first two digits in the course number are 10 or 30.

EDT1003 H Introduction to Research in Educational Administration

A seminar examining strategies, techniques, and problems involved in the conduct of research in educational administration. This seminar prepares the student for defining research problems, reviewing relevant literature, writing research proposals, and conducting research in educational administration. All master's candidates are strongly recommended to take this course towards the end of their program.
P. T. Begley, D. J. Corson, S. B. Lawton, S. Padro, J. J. Ryan, and R. Wignall

EDT1004 H The Use of Research in Educational Administration

The purpose of this course is to assist administrators in obtaining, evaluating, interpreting, and using research in the operation and improvement of schools, programs, and staff. Topics will include the analysis of types of research and research strategies in educational administration, case studies of the use of research in policy development and implementation, the role of research departments in providing organizational intelligence, and the administrator's role in sponsoring, directing, and using original research.
S. Padro and staff

EDT1005 H The Computer in Educational Administration

No computer experience required. Introduction to the uses of the computer in educational administration and planning at the school, local board, provincial, and college levels. Topics covered in the course include the principles of systems analysis, management information systems, and a selection of recent administrative applications of the computer in Ontario and elsewhere. The course includes visiting lecturers, practical examples, and demonstrations of existing applications in the field.
S. Padro

EDT1009 H Administrator–School Board Relationships

A study and analysis of the factors influencing decision-making at the organizational level. Senior administration and trustees become a focus of study, and an exploration is made of the processes leading to school board policy and procedural decisions. Evening visits to school boards (apart from class time) and interviews with trustees and administrators are used to collect data, which are analysed and used as the basis for developing generalizations about decision-making. Corporate boards may be studied by students from non-education backgrounds.
J. E. Davis

EDT1012 H Organizational Culture and Decision-Making

An analysis of the organizational culture of educational organizations. The implications for action resulting from research and theory relating to organizational culture are examined. Case studies and field experiences are used as bases for the analysis of decision-making within the context of specific organizational cultures.
J. E. Davis

EDT1013 H Supervisory Relationships

A basic course in supervision specializing in human interaction, its purpose and its effects. Content ranges from policy to program to specific skills training and considers issues pertinent to the position of supervisor.
Staff

EDT1016 H School Program Development and Implementation

An analysis of issues and problems in conceptualizing, operationalizing, and evaluating a total school environment in terms of a range of divergent goals and values. Major topics include strategies for program development and change in the context of education in Ontario and Canada, theoretical and empirical bases differentiating educational environments, the role of the program manager, and skills needed to manage program development, organization, implementation, and evaluation.
J. E. Davis and K. A. Leithwood

EDT1017 H Educational Finance and Economics

Topics include: public education as an economic institution; the sources and methods of distribution of public school revenue at the various levels of government; provincial and state school grant systems and the rationale behind them; principles and practices in school budgeting and salary scheduling; the relationship between investment and education, the formation of human capital, and national economic growth.
S. B. Lawton and R. Wignall

EDT1018 H Political Skill in the Education Arena

Practical considerations in solving political problems in and about schools. Focus is on the five levels of local governance: family/school, micro-politics (within the school), neighborhood, meso-politics (the school and the central office), and the board. Special attention to understanding background variables such as the environment, institutions, power, and issues. Workshop activities centre around processes such as coalition-building, advocating, believing, and co-producing. Readings include procedural, fictional, and conceptual materials.
R. G. Townsend

EDT1019 H Diversity and the Ethics of Educational Administration

Justice is the first virtue of social institutions, including and especially schools, colleges, and universities. Administrators in education are continually asked to decide on matters of equity, to adjudicate between conflicting value positions, and to accommodate different rights and human interests in their planning. Often administrative practice in these areas is less than successful. This course will study various ethical schools of thought and modern approaches to social justice. It will apply that content to administrative practice in education. Particular attention will be given to equity issues in areas of race, culture, gender, age, social class, national origin, language, ancestry, sexual orientation, citizenship, and physical or mental abilities.
D. J. Corson

EDT1020 H Teachers and the Administrative Process

This course deals with how teachers contribute to and are affected by ad-

ministrative processes. It looks at the determinants of teachers' classroom strategies, the work culture of teachers, teachers' careers, the role of teachers in school decision-making, the relationship of teachers' educational commitments to aspects of their broader lives (such as age, religious and political beliefs, and gender identity), and the role of teachers in fostering or inhibiting educational change. The course will be of interest to elementary and secondary teachers and to educational administrators.
A. Hargreaves and staff

EDT1022 H The Social Context of Administration

This course examines the administration of educational institutions, particularly schools, in a social setting. Whereas 1041 looks generally at schooling as a part of the larger society, this courses examines more deeply such topics as: the school board, the administrator, and the system; teachers' organizations and their effects on schooling; minority and pressure groups and education; social organization of the school and its relationship to school administration; the role of the principal in terms of internal and external pressures; the responsibility of educational institutions to compensate for societal deficiencies. An attempt is made to look at the educational institution within a social setting.
R. Wignall

EDT1023 H Interpersonal Relations in School Systems

The study of patterns of interaction among adults in loosely defined organizational settings. Class members discover their operational interactive values, analyse interpersonal events, study effects of sociality variations, articulate personal changes resulting from cross-person behaviors, create the instrumental relationship, and attempt to understand the administrative efficacy of interpersonal competence in programs of organization change. To do this, the course uses detailed observations and descriptive notes, constructivist analysis of collaborative values priorities, and vignette validations towards leadership improvement.
Staff

EDT1024 H Clinic in Administrative Relationships (Pass/Fail)

The development of administrative competency in interpersonal and group relations through the laboratory method, vicarious and instrumented experiences, and clinical procedures.
D. F. Musella

EDT1025 H School Effectiveness and School Improvement

This course examines the factors contributing to school effectiveness, including school climate and physical characteristics, instructional patterns, types of organization, and the use of time. It also considers the possibilities for school improvement in the context of a pluralist democracy and the use of total quality management (TQM) to improve educational institutions.
Staff

EDT1026 H Evaluation of Professional Personnel in Education

Issues surrounding performance evaluation of teachers and administrators in school systems will be examined. Topics include current practices in evaluation, evaluation policies and procedures, the legal context, the political dimensions, and related areas such as recruitment and selection of personnel. The conceptual background centres around a systems approach to personnel development. The thrust of the discussions, however, will be on practical problems in evaluation in schools within the Canadian setting.
P. T. Begley and E. S. Hickcox

EDT1028 H Policy Delivery and Schools

Teachers and policy: complications for management. Attention is given to

agenda-setting, backward mapping, crafting alternatives, estimating feasibility, and coping with unanticipated consequences. Ethnographic work and school administration with some attention to administration of programs for students at risk.
R. G. Townsend

EDT1029 H Special Applications of the Administrative Process

Some unique problems, presented to the administrator placed in special structures or environments, are examined with a view to developing appropriate applications of administrative processes. Depending upon resources of staff and needs of students electing this course, it will cover the administration of any one of, or combination of, the following: programs of special education, colleges and other institutions of higher education, large urban complexes, areas presenting special sociocultural problems, computer-assisted administration, and comparative educational administration.
Staff

EDT1030 H The Legal Context of Education

An examination of the current context of legal discourse related to the practical exigencies of present-day school experience. A detailed study of statutory and common law sources under which educators operate. The law is not immutable. Emphasis on negligence, malpractice, human rights and the school system, teacher rights, student discipline, and the Young Offenders Act and "zero tolerance."
M. A. Zuker

EDT1033 H The Collective Bargaining Process in Educational Organizations

This course provides a basic framework for understanding and participating in the collective bargaining process. Students will be expected to view labor/management relations in the education sector within the context of the broader Canadian industrial relations system. Topics covered include a review of the Ontario Labour Relations Act; legislation governing public-sector bargaining in Canada, especially legislation governing bargaining in schools and colleges; the collective bargaining process; the grievance procedure; and alternative conflict-resolution mechanisms. The course is designed for those who have had no previous courses in this area and no extensive experience in union/management relations. Those who have a background in this field, either from a prior course or direct experience, should enrol in 1034 or 1035.
A. M. Kruger

EDT1034 H Preparation for Collective Bargaining in Education

Collective bargaining in educational organizations will be examined as a cyclical process that begins with the development of essential information, and proceeds to the production of a brief for presentation, hence to the actual bargaining process, and then to the maintenance of the agreement. Emphasis will be placed on preparatory stages of bargaining and on clarification of issues and strategies. An examination of relevant empirical evidence and publications on collective bargaining will be employed to develop strategies for bargaining preparation. The course will be of value in collective negotiations to members of either staff or management teams.
D. Musella

EDT1035 H Administration of Collective Agreements in Educational Organizations

An exploration of means by which collective bargaining agreements may be managed effectively in educational organizations, focusing on administrative arrangements for the managing of agreements, teachers' arrangements for monitoring the management of agree-

ments, consultative activities and their effects, means of conflict resolution including the grievance and arbitration processes and the effects of these processes on the organizations, school law and regulation, and educational policy. Particular use will be made of current agreements and arbitration cases.
Staff

EDT1036 H Planning in Educational Organizations

This introduction to educational planning is designed to provide teaching and administrative personnel with basic knowledge and skills in educational planning. Present approaches to educational planning will be examined within the development of educational planning over the last fifty years. Theories and methodologies considered will include strategic planning, projecting of enrolment and teacher supply/demand, facilities, program, personnel and service planning, information development and maintenance, provision of special services, and financial planning. A systems perspective will illustrate the interrelationships among roles, levels, and functions that exist in the educational system.
S. Padro

EDT1037 H Issues in Planning Educational Systems

Major current issues in educational planning at the institutional, regional, and national levels of the education system will be examined. A number of theoretical approaches to system management will be addressed. Topics such as organizational information processes, collective bargaining, development of management systems, and strategic and long-range planning will be examined from a systems perspective. Major system shocks will be treated through indepth analysis.
Staff

EDT1038 H Systems Analysis for Educational Planning and Decision-Making

An introductory overview of systematic approaches to educational planning, decision-making, and improvements. Topics to be covered include: approaches to analysis of systems, project and system planning, system design, and analysis for decision-making and implementation of change. Emphasis will be on conceptual understanding of the field and on applications to educational systems at various levels.
S. Padro

EDT1039 H Planning for Schools and School Systems

This course, through lectures and in-class planning exercises, introduces applications of educational planning techniques within a strategic and long-range planning context in the school and school system. It involves common planning tasks arising in the management of school systems—such as educational demography, new approaches to siting of schools and space planning, the importance and judicious use of temporary school facilities, and alternative approaches to closing schools and the problem of declining enrolment. One purpose of the course is to acquaint the student in some depth with the techniques of enrolment projection and their application, and the estimation of teacher demand/supply by subject specialization.
S. Quazi

EDT1040 H Educational Administration I: The School System

Focus is on concepts both historical and emerging significant to the understanding of education and educational administration. Topics include traditional theoretical and conceptual constructs in the field such as theories of organization, power, change, and leadership as well as more emergent and contemporary topics such as values in

administration, staff development, and school improvement. The emphasis is on the administration as a process internal to the organization as opposed to a focus on external forces impinging on educational administration. An effort is made to connect concepts to the reality of administrative practice. All master's candidates are strongly recommended to take 1040 as the first course in their program followed by 1041.
P. T. Begley, J. E. Davis, E. S. Hickcox, J. J. Ryan, and R. Wignall

EDT1041 H Educational Administration II: The School System in Society

Focus is on the external environment within which elementary and secondary educators work. Topics include major policy areas in education together with the ways administrators may respond to related issues and influences. Examples that may be included are: gender; multiculturalism; parental influence; choice of school and program; the labor market and the economy; equality of educational opportunity and social mobility; the financing of education; changing social values and educational philosophies; centralized and decentralized decision-making; educational and non-educational pressure groups and stakeholders. In all cases, the external conditions are examined in the context of education, the educational system, the school, the school system, and their administration. All master's candidates are strongly recommended to take 1041 after completing 1040.
P. T. Begley, D. F. Musella, S. Padro, J. J. Ryan, and R. Wignall

EDT1042 H Educational Leadership and Cultural Diversity

This course is designed to acquaint students with the practices and issues associated with administration, organization, and leadership in educational organizations with culturally diverse student populations. Students will have the opportunity to critically analyse and appraise the practices and issues involved in the administration and leadership of such schools. They will also have the chance to probe and clarify their own conceptions of, and attitudes toward, multi-ethnic education generally and leadership in such school organizations specifically, in ways that will assist them with their own administrative practices.
J. J. Ryan

EDT1045 H Language Policy Across the Curriculum

School language policy-making is a developing activity of importance for educational administrators in pluralist societies. A language policy is a firm plan for action addressing the first- or minority-language problems of a school, a college, a board, or some other educational agency. The goal of this course is the production of that working policy document (or strategic plan) that should have a reasonable chance of being used in a formal way within the student's present or future institution. The course addresses the administration of all kinds of language activities in education: mother-tongue teaching; second-language learning; language maintenance; bilingual education; minority-culture schooling; community-language teaching; and gender and language. A subtext of the course's seminars is the integration of issues of social justice and power into the development of coherent and workable policies that are seen as agreed plans for action.
D. J. Corson

EDT1047 H Managing Changes in Classroom Practice

The course explores the meaning of classroom change from the teacher's perspective, addressing such issues as contemporary views of learning, the nature of teacher development, and the context of teaching. The perspective is then used to better appreciate how those in school leadership roles can fa-

cilitate efforts by teachers to improve their own practices, as well as meaningfully respond to out-of-school pressures for change.
K. A. Leithwood

EDT1048 H Educational Leadership and School Improvement

A companion course to 1047. Contemporary conceptions of leadership are examined for their value in helping present schools improve and future schools serve their publics well. Understanding of expert leadership is developed through the study not only of expert leaders' behaviors, but also of their feelings, values, and problem-solving strategies. The formal and informal experiences that contribute to the development of leadership expertise will be examined.
K. A. Leithwood and P. T. Begley

EDT1052 H Individual Reading and Research in Educational Administration: Master's Level

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student that are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

EDT3013 H Dynamics of Organizational Effectiveness

A seminar on adult human behavior in organizations, including: effect of human sociability; dialectics of leadership/cathexis, consensus/conflict, eustress/distress; discovery and development of personal constructs used as hidden determinants of person–person decisions. Students receive help on their major assignment: to design and report a project intended to have some impact upon a selected organization.
Staff

EDT3017 H Problems in the Finance and Economics of Education

Problems of productivity in education, input/output relations, theories of grants-in-aid, cost/quality relations, taxation for education, the budgetary process, automatic and non-automatic remuneration for educational personnel, local property assessment, financing of capital outlay, federal/provincial/local sharing of educational costs, financing of long-term developments in education.
Prerequisite: 1017 or permission of instructor.
S. B. Lawton

EDT3018 H Governing Education: A Seminar on Politics

Concepts, perspectives, and methods of political science are used to deal with educational issues in structured ways, while educational issues are used to exemplify and assess the relevance of political science concepts for understanding education.
R. G. Townsend

EDT3022 H The Investigation of School Culture: An Examination of the Daily Life of Schools

This course is intended to place the norms, values, and practices of school life within an administrative context. The focus is on factors that promote or inhibit the development of community and the achievement of educational purposes. Students are invited to apply a variety of interpretive frameworks to their understanding of institutional culture.
Staff

EDT3024 H Field Studies in Educational Leadership

The course is designed to meet the needs of doctoral students working closely together on issues and problems in educational leadership. Such issues may include developing collaborative school cultures, school-based management, teacher leadership, gender and leadership, and the leadership implications of restructuring. Topics will vary,

however, with student interests and concerns and with current field priorities. Issues will be analysed through practical study in the form of site visits, video case analysis, or sample participation in field exercises, through scholarly reading and discussions, and particularly through interaction between the two. The course will be particularly appropriate for students seeking a strong field focus in their doctoral program.
A. Hargreaves and staff

EDT3028 H Project Development Studies

This course is designed to assist doctoral students who are developing either project or dissertation proposals. Interaction between individual students and the instructor is regularly scheduled in order for the students to develop a clear research design and a comprehensive review of relevant literature. Through computer conferencing, the interaction will be open to all class members, whose additional comments and suggestions will be an integral part of the developmental process. The course is designed to be taken by doctoral students who are no longer in residence but who have not developed a thesis proposal.
J. E. Davis and staff

EDT3029 H Special Topics in Educational Administration

This course permits the study of specific topics or areas in educational administration not already covered in the courses listed for the current year. The topics will be announced each spring in the Winter Session and Summer Session timetables.
Staff

EDT3037 H Strategic Planning in Educational Organizations

In this seminar, concepts of strategic planning will be explored in terms of processes, issues, and applications in the educational system. The role of strategic planning will be examined in terms of the organization's mission, its stakeholders, and its environment.
S. Padro

EDT3040 H Administrative Theory and Educational Problems I: People and Power in Organizations

A review of major perspectives on the individual and the organization includes discussion of questions pertaining to the nature of society and the nature of people. Of immediate concern is the manner in which decisions and organizational outcomes are produced, as well as the bearing that these sets of arrangements have upon productivity and the well-being of those whose lives are touched by organized education. Of express concern is the manner in which power is exercised in everyday situations that may involve elected officials, appointed administrators, teachers, students, and the public at large.
J. E. Davis

EDT3041 H Administrative Theory and Educational Problems II: Doctoral Seminar on Policy Issues in Education

This seminar examines significant policy issues in education, both historical and current, both Canadian and international. Emphasis is on acquiring an understanding of the content and significance of the policies, with a secondary interest in policy analysis and development. Various faculty in the department will be responsible for particular sessions.

Required for Ed.D. students. An elective for Ph.D. students. Permission of course coordinator required for students from outside the department.
E. S. Hickcox and R. G. Townsend

EDT3042 H Field Research in Educational Administration

The course explores naturalistic and ethnographic methods of research applied to field research and case studies in educational administration. The researcher as participant in as well as an

observer of social reality. The relationship of fact and value in social research, the limits of science in truthmaking. The relationship of such science-established truth to evaluation and administrative action. The problems of ethical inquiry into organizational and administrative realities.
D. J. Corson, A. Hargreaves, and J. J. Ryan

EDT3043 H Survey Research in Educational Administration

An exploration of the history and current use of survey research in educational administration. Topics will include an assessment of the strengths and limitations of the methods, the selection of samples, questionnaire design, standard measurement instruments used in the field, methods of data analysis, the drawing of causal inferences, and presentation of results in a clear and effective manner.
Prerequisite: 1003 or 1666 or 1960 or permission of the instructor.
S. B. Lawton and S. Padro

EDT3044 H Internship in Educational Administration

An advanced administrative experience, primarily for Ed.D. students, under the joint guidance of faculty members and senior administrators in the internship location. Placement and responsibilities relating to the internship are determined on an individual basis depending on the needs, interests, and aspirations of students and on the availability of appropriate locations.
E. S. Hickcox

EDT3047 H Research Seminar on Leadership and Educational Change

The course explores a variety of initiatives being taken to improve, reform, and/or restructure schools. The basic intents of these initiatives are examined in an effort to understand implications for productive change processes at the classroom, school, and school system levels. Emphasis is given to the role of leadership in fostering educational change. Students will be involved in a research project designed to illustrate the practical meaning of course concepts and to refine their research capacities.
K. A. Leithwood

EDT3052 H Individual Reading and Research in Educational Administration: Doctoral Level

Description as for 1052.

The following course is accepted for credit in the Department of Educational Administration and will satisfy that department's specialization requirements. For description, see the Department of Adult Education section.

1148H An Introduction to Workplace and Organizational Democracy

HIGHER EDUCATION GROUP

Ruth E. S. Hayhoe, Ph.D. (London)
Professor, and Chairperson of the Department
(comparative higher education; international academic relations; higher education in Asia)

Graduate Studies Academic Secretary:
Michael L. Skolnik, B.Phil. (Oxford)
Professor, cross-appointed to the Centre for Industrial Relations, University of Toronto
(higher education systems; the university and society; higher education policy)

Sandra Acker, Ph.D. (Chicago)
Professor, cross-appointed from Sociology in Education
(faculty and students in higher education)

Willard Brehaut, Ed.D. (Toronto)
Professor Emeritus
(history of higher education in Canada)

George L. Geis, Ph.D. (Columbia)
Professor
(design and evaluation of instructional systems; the professoriat; faculty development)

Angela Hildyard, Ph.D. (Toronto)
Associate Professor, and Assistant Director (Field Services and Research), OISE
(cognitive psychology; learning and learning systems in higher education)

Glen Jones, Ph.D. (Toronto)
Associate Professor
(systems and politics of higher education in Canada)

Arthur M. Kruger, Ph.D. (Massachusetts Institute of Technology)
Professor, and Director, OISE, cross-appointed to Educational Administration
(collective bargaining in the public sector)

Alison Prentice, Ph.D. (Toronto)
Professor, cross-appointed from History and Philosophy of Education
(history of women in higher education)

Richard G. Townsend, Ph.D. (Chicago)
Professor, cross-appointed from Educational Administration
(politics in higher education)

Marvin A. Zuker, LL.B. (Osgoode), M.Ed. (Toronto)
Assistant Professor, cross-appointed from Educational Administration
(the law and higher education)

ASSOCIATED INSTRUCTORS:

Niall P. Byrne, Ph.D. (Toronto)
Professor, Faculty of Medicine, University of Toronto
(medical education systems planning)

Doreen Cleave-Hogg, Ph.D. (Toronto)
Assistant Professor, Faculty of Medicine, University of Toronto
(staff and instructional development in medical education)

Robert Cohen, Ph.D. (Toronto)
Assistant Professor, Faculty of Medicine, University of Toronto
(evaluation of health professional education)

Daniel W. Lang, Ph.D. (Toronto)
Associate Professor of Higher Education, cross-appointed from the University of Toronto; Assistant Vice-President (Planning) and University Registrar, University of Toronto (administration and management of universities; planning in higher education)

Geoffrey Norman, Ph.D. (McMaster)
Professor, cross-appointed from the Department of Clinical Epidemiology and Biostatistics, McMaster University (problem-based learning and educational measurement)

Saeed Quazi, Dip.T.& R.P. (Toronto)
Project Director in Higher Education (strategic and long-range planning at the system and institution levels; university and college administration; human resource planning and forecasting)

Arthur I. Rothman, Ed.D. (State University of New York at Buffalo)
Professor, cross-appointed from the Faculty of Medicine, University of Toronto
(curriculum in higher education)

Richard G. Tiberius, Ph.D. (Toronto)
Associate Professor, cross-appointed from the Faculty of Medicine, University of Toronto
(staff and institutional development in higher education)

PROFESSORS EMERITI:

John W. Holland, Ph.D. (Syracuse)
Cicely Watson, Ph.D. (Harvard)

PROGRAMS

Students may register for M.Ed., M.A., Ed.D., or Ph.D. programs in Higher Education. The general requirements for these degrees are outlined in the "General Requirements for Admission and Degrees" section of this Bulletin.

MASTER OF EDUCATION

Students are normally required to pursue Option I (ten half-courses plus a written general comprehensive examination). However, students in the health professional education specialization are required to register in the M.Ed. Option II program (eight half-courses plus a research project/paper). All M.Ed. students must take 1803 and at least four other courses in Higher Education and must pass the comprehensive examination.

MASTER OF ARTS

The M.A. program consists of eight half-courses, including 1803. Additional courses may be required of some applicants. At least six of the required courses for an M.A. program must be completed in Higher Education.

The M.A. in Higher Education requires a written general comprehensive examination and a thesis.

DOCTOR OF EDUCATION

Requirements include:
(a) a minimum of eight half-courses beyond a relevant and acceptable M.Ed. or M.A. degree, which may be taken full-time or part-time. Normally they will include 1803 and at least three other half-course equivalents in Higher Education;
(b) a written comprehensive examination;
(c) a thesis reporting the results of original research;
(d) a minimum of two consecutive terms of full-time study: first and second, or second and first.

DOCTOR OF PHILOSOPHY

Requirements include:
(a) six half-courses beyond the M.A. or M.Ed. degree in Higher Education. In individual cases, students with a highly relevant master's degree in other educational specializations or other fields will

be admitted, but make-up work in Higher Education will be required. The six half-courses will include four in Higher Education and two in a chosen minor field. Unless exemption is granted for prior study, all Ph.D. programs in Higher Education must include 1803;
(b) a written comprehensive examination;
(c) a thesis reporting the results of original research;
(d) two consecutive years of full-time study during the Winter Session.

COURSES

A course is identified with the Higher Education Group when the first two digits of the course number are 18 or 38.

EDT1801 H The History of Higher Education in Canada: An Overview

An analysis of the development of universities and other postsecondary institutions in English- and French-speaking Canada since the seventeenth century.
W. Brehaut

EDT1802 H Research Seminar in Higher Education in Canada

Students who have taken 1801 will examine in depth a particular area or period of interest, produce a research paper, and present it to the seminar. By permission of the instructor the prerequisite of 1801 may be waived.
Staff

EDT1803 Y Recurring Issues in Postsecondary Education

An examination of some of the many issues that have been characteristic of postsecondary education in the past and are likely to continue to be faced in the future.
Staff

EDT1804 H Issues in Medical/ Health Professional Education

This course is intended to enable students to identify and analyse major current issues in medical/health professional education and to present clear, logically coherent, and empirically justified analyses of those issues.
P. N. Byrne

EDT1805 H The Community College

This course reviews the history and politics of the several categories of institutions that have borne the name "community college." Particular attention will be paid to the psychological, economic, and political assumptions that characterize the Colleges of Applied Arts and Technology in Ontario, past and present.
Staff

EDT1806 H Systems of Higher Education

A comparative description and analysis of tertiary-level systems of education with special attention to their structure and governance and the relevant features of the societies in which they operate.
Staff

EDT1807 H Strategic and Long-Range Planning for Postsecondary Systems

This course is designed to provide students with basic knowledge and skills in strategic planning as applied to college and university systems. Past and current efforts at planning for universities and community colleges at the provincial level in Ontario will be analysed and compared with counterpart activities in other jurisdictions of Canada and the United States.
S. Quazi and D.W. Lang

EDT1808 H Research in Health Professional Education

This course addresses educational research approaches specifically in the health professions. It involves a critical examination of appropriate literature with respect to survey, qualitative, and

quantitative research methods with the objective of enabling students to propose implementable research projects. The course is designed for students enrolled in the M.Ed. specialization in health professional education.
N. P. Byrne

EDT1809 H Administration of Colleges and Universities

A study of the practice of management and administration in colleges and universities including: an examination of the processes of planning, organization, coordination, communication, control; decision-making practices; and the analysis of illustrative cases and present practices.
Staff

EDT1810 H Evaluation of Knowledge, Clinical Competence, and Professional Behavior in the Health Professions

This course is designed to acquaint health professionals with the assessment formats used to evaluate the domains of clinical competence in health care professional training at both the undergraduate and postgraduate levels of training. The course will provide an introduction to the concepts of reliability and validity, which are central to the analysis of the assessment methods to be discussed. Written examinations, oral formats and Standardized Patient performance-based testing are among the methods that will be presented.
R. Cohen

EDT1811 H Institutional Research and Planning

A study of the practice of institutional research and strategic planning in community colleges and universities. This course is designed to examine the methodologies and the practice of institutional research and to provide students with knowledge and skills in strategic and long-range planning as applied to colleges and universities at the institutional level. This course with an institutional focus complements 1807, which has a systems focus.
S. Quazi and D. W. Lang

EDT1812 H Education and the Professions

An examination of the nature of professions, claims of professional status, the appropriate education for selected professional and paraprofessional occupations, and problems common to professional programs.
Staff

EDT1814 H Curriculum in Institutions of Higher Education

A study of the logic and current practices related to curriculum design in postsecondary educational institutions.
A. I. Rothman

EDT1815 H Teaching in Institutions of Higher Education

A study of the issues and areas that define the instructor's perspective of teaching in postsecondary educational institutions.
A. I. Rothman

EDT1816 H Conceptions of Learning in Higher Education

An explanation of contemporary theories of learning as they apply to instruction and curriculum design in postsecondary educational institutions.
Staff

EDT1818 H Educational Development: Examination of Strategies for Improving Teaching and Learning in Postsecondary Institutions

An exploration of a wide range of strategies for the enhancement of the education process with emphasis on the application of these strategies to the specific educational setting selected by the student.
R. G. Tiberius

EDT1820 H Special Topics in Higher Education: Master's Level

A course that will examine in depth a topic of particular relevance not al-

ready covered in regular course offerings in the department. The topics will be announced each spring in the Winter Session and Summer Session OISE course schedules.
Staff

EDT1821 H Diversity and Differentiation in Postsecondary Education

The course will examine the range of programs and supporting institutional arrangements in postsecondary education and identify factors that contribute to differentiation within and between sectors.
M. L. Skolnik

EDT1822 H The Idea of the University and the College

An examination of leading concepts of the primary nature of universities and colleges as institutions of higher learning, beginning with the rise of the universities in medieval Europe and including their development to the present day, with particular emphasis upon the evolution of the concept of the university in the nineteenth and twentieth centuries and the attendant and sometimes diverse role of colleges. The seminar involves selected readings.
Staff

EDT1823 H Research Seminar in the Idea of the University and the College

Students who have taken 1822 will examine in depth a particular area or period of interest, produce a research paper, and present it to the seminar. By permission of the instructor the prerequisite of 1822 may be waived.
Staff

EDT1824 H The Planning of Facilities in Higher Education

This course is designed to acquaint university and community college decision-makers with the methods for planning and evaluating educational facilities. The interaction between changes in educational policies, innovations in technology and curriculum, available resources, existing facilities, and the means and methods of implementation will be explored. Structural and institutional alterations required by policy changes will be investigated, and methodologies for the preparation of "educational specifications," facilities plans, architectural briefs, and other aspects of facilities planning will be surveyed.
S. Quazi and D. N. Wilson

EDT1825 H Comparative Higher Education: Part I

This course lays the groundwork for the comparative study of higher education in different types of societies and historical periods. It provides an overview of the basic literature in comparative education, covering historical-philosophical, positivistic, phenomenological, and neo-Marxist approaches to the field. Central themes are the purpose of comparative education, differing views of social change, comparison, and the idea of scientific method. The role of such international organizations as the International Bureau of Education, UNESCO, and the World Bank in comparative education is discussed.
R. E. S. Hayhoe

EDT1826 H Comparative Higher Education: Part II

This course is a continuation of 1825, with a special emphasis on the application of comparative theory to the study of higher education in different types of societies. It also provides for a critical discussion of the specific literature on comparative higher education coming from disciplines such as history, sociology, and anthropology. Themes of interest include historical traditions of higher education and their transformation, gender in higher education, curricular patterns across different societies, and the relation of higher education to the state.
R. E. S. Hayhoe

EDT1827 H The Politics of Higher Education

What makes the politics of higher education different from politics in other arenas? What political relationships exist between postsecondary institutions and such external actors as government and faculty unions? What internal relations characterize political interactions between trustees, administrators, professors, students, and others? This course explores these questions from a research and experiential base.
R. G. Townsend

EDT1828 H Evaluation in Higher Education

The course examines models, methods, and concerns. Several levels of evaluation will be looked at (student learning; evaluation of instructor and course; program and institutional evaluation). Students will be required to write one short and one long paper and be encouraged to participate in class discussions. During class there will be practice in planning evaluations.
G. L. Geis

EDT1840 H Economics of Higher Education

An examination of the economic aspects of higher education at the system and institutional levels, including consideration of the economic value of higher education and the contribution of higher education to the economy. The course will address the variety of ways in which the concepts and methodologies of economics can be applied to resource allocation and other policy decisions in higher education.
Staff

EDT1841 H Public Finance and Higher Education

Public finance will be used as the frame of reference for studying efficiency, equity, and stabilization aspects of policy for public education. Attention will be paid to policy issues at the institutional, municipal, provincial, and national levels. Public and institutional budgets will be regarded both as the focus of educational policy contests and as the salient feature of the environment for educational policy-making.
Staff

EDT1842 H Higher Education and the Labor Market

An examination of the interaction between higher education institutions and the labor market, with particular emphasis on the human-resources aspects of planning in higher education.
Staff

EDT1843 H Higher Education and the Law

This course will examine the legal framework of higher education, including laws, regulations, and judicial interpretations that impact upon the governance and conduct of higher education. Particular attention will be placed upon the tension between academic autonomy and individual rights as they affect students' rights, faculty status, sanctions against discrimination, and the conditions attached to government funding.
M. A. Zuker

EDT1852 H Individual Reading and Research in Higher Education: Master's Level

Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student that are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

Few 3800-level courses are offered in Higher Education. Most advanced study is undertaken on an individual basis. All doctoral programs should include individual reading and research courses in the area of the candidate's specialization.

EDT3801 H Research Methods in Higher Education (Pass/Fail)

This course is intended for doctoral students. It provides background in the tasks of designing, executing, and reporting on a thesis research project. Topics include: defining a problem, conducting a literature search, selecting appropriate methodology, conducting research, selecting and making optimal use of the committee, the orals defence experience, and steering the thesis toward publication. The course involves lectures, discussions, and guest speakers. Participants are expected to present and discuss their proposals. The course meets every other week for two terms.
Staff

EDT3806 H Case Studies in Comparative Higher Education

This is a seminar course designed for students interested in the comparative study of higher education.
Staff

EDT3807 H The University under Communism

This course explores facets of the role of the university within communist societies. It begins with a focus on the contradiction between the traditional idea of the university and the ideals of the communist society, then considers various perspectives on the role of intellectuals or the intelligentsia in social change. The main body of the course is concerned with the historical experience of the Soviet Union and the People's Republic of China, as they sought to create a communist society yet retain the university as an integral part of their knowledge system.
R. E. S. Hayhoe

EDT3810 H International Academic Relations

This course begins with the literature of international relations to set the context for an examination of higher education's role and responsibilities in an international arena. It then looks at the critical challenges to accepted views of knowledge in the university that have arisen from social theorists such as Habermas, from feminist scholarship, and from non-Western scholarship. Topics for exploration and research include the following: academic freedom in a global context; the role of universities and colleges in international development; relations between higher education institutions and international organizations; scholar/student exchanges; and human rights and higher education.
R. E. S. Hayhoe

EDT3820 H Special Topics in Higher Education: Doctoral Level

Description as for 1820.
Staff

3852 H Individual Reading and Research in Higher Education: Doctoral Level

Description as for 1852.

Higher Education students are encouraged to take two half-courses in other OISE departments or other graduate departments of the University of Toronto. Students should consult their faculty advisor in making their choice.

HISTORY AND PHILOSOPHY OF EDUCATION

Clive M. Beck, Ph.D. (New England)
Professor, and Chairperson of the Department, cross-appointed to Adult Education
(ethics; values education; values in adulthood; religious education; social and political education; theory and practice of schooling)

Graduate Studies Academic Secretary, to whom inquiries for this department should be addressed:
Harold M. Troper, Ph.D. (Toronto)
Professor
(Canadian social history; immigration; education of ethnic and minority groups; American history; history of education)

Deanne Bogdan, Ph.D. (Toronto)
Professor, cross-appointed to Curriculum
(literary theory and literature education; aesthetics and education; feminist criticism, aesthetics, and pedagogy; musical aesthetics; music education)

Dwight R. Boyd, Ed.D. (Harvard)
Associate Professor
(moral education; ethical issues in education; philosophical issues related to gender in education; feminist philosophy)

John A. Eisenberg, A.M. (Pennsylvania)
Professor, cross-appointed to Curriculum
(philosophy of history and social science; social studies education; creativity in education; values education; the philosophy of law and legal education)

Malcolm A. Levin, Ed.D. (Harvard)
Associate Professor, and Assistant Director (Academic), OISE, cross-appointed to Curriculum
(alternative schools; the culture of the school; parents and teachers; progressive education; anarchism and education; critical pedagogy)

David Levine, Ph.D. (Cambridge)
Professor
(history of education with special reference to social modernization and economic change; the history of schooling in relation to demographic analysis and family history; the history of literacy; the social history of education in relation to popular culture; educational history in England; historiography of the history of education)

Dieter Misgeld, Dr.Phil. (Heidelberg)
Professor, cross-appointed to Sociology in Education, and cross-appointed to the Department of Philosophy, University of Toronto
(human rights theory and practice; citizenship and democratic development; human rights education in an international context; contemporary social theory)

E. Christopher Olsen, Ph.D. (London)
Associate Professor
(philosophical foundations of cognitive science; philosophy of mind; theory of knowledge; theory of human action; developmental epistemology and learning environments)

Ruth Roach Pierson, Ph.D. (Yale)
Professor, jointly appointed to Sociology in Education
(history of women and women's education; history of feminism and feminist historiography; history of educational policy)

Alison Prentice, Ph.D. (Toronto)
Professor, cross-appointed to the Higher Education Group (history of Canadian schooling; nineteenth-century school system formation; women's history and education; history of the teaching profession)

PROGRAMS

This department offers programs leading to the M.Ed. and Ed.D. degrees with specialization in History and/or Philosophy of Education for educational practitioners, and programs leading to the M.A. and Ph.D. degrees for research-oriented scholars (who may or may not be practitioners) who wish to apply their discipline to the study of education. All degree programs require a thesis except the M.Ed. program, which requires a major research project/paper. Both the Ed.D. and Ph.D. programs have residence requirements. The M.Ed. and M.A. programs may be pursued on a full- or part-time basis.

General admission requirements for each program are outlined in the "General Requirements for Admission and Degrees" section of this Bulletin. M.A. and Ph.D. applicants to this department are normally expected to have a substantial undergraduate concentration in history and/or philosophy, but applicants with concentrations in related social sciences and humanities disciplines will also be considered for admission.

Students of this department may participate in several interdisciplinary programs and centres in which History and Philosophy faculty are involved. These include Women's Studies/Feminist Studies, Transformative Learning, and Comparative, International, and Development Education (see the appropriate Bulletin section for details on these programs/centres). Students enrolling in OISE's interdepartmental specialization (IDS) in Women's Studies/Feminist Studies may take courses across several OISE departments. They would formally enrol in both the IDS and the department. Students may also enrol in the University of Toronto's Collaborative Program in Women's Studies, which allows them to take courses across a number of University of Toronto departments. Prospective students must be admissible to both their OISE department and the Collaborative Program.

MASTER OF EDUCATION

The M.Ed. degree program in History and Philosophy of Education is pursued under Option II (eight half-courses plus a major research project/paper—see "General Requirements" section). Students in either History or Philosophy of Education will be expected to take at least four half-courses in the specialization. For students in History of Education, one of the courses must be 1460. Candidates who wish to specialize in both History and Philosophy normally do at least five courses within the department.

MASTER OF EDUCATION FOR SPECIAL PURPOSES

Many M.Ed. students in History and Philosophy of Education have a special interest (e.g., women's studies, social studies education, multicultural education) that may require them to take more courses than usual in other departments of OISE or the University of Toronto. Such students may, with permission, enrol in the M.Ed. for Special Purposes and thus be able to take as few as three half-courses in this department. For details of this program see the "General Requirements" section.

DOCTOR OF EDUCATION

The Ed.D. program requires one year (two consecutive academic terms) of full-time study and is designed for career educators who wish to engage in the in-depth study of a problem or topic related to their professional practice. Admission requirements are similar to those for the Ph.D. program with the additional requirement of professional experience in education. In view of the shorter residence requirement, applicants to this program are expected to have a more clearly defined thesis research problem/topic when they enter the program; a statement of the applicant's expected research focus must be submitted with the application. Applicants are also encouraged to submit a sample of their scholarly writing (e.g., research report, major essay, thesis). Moreover, an interview with faculty in the applicant's proposed area of specialization is normally required prior to the admission decision.

Qualified applicants with a master's degree in History and/or Philosophy of Education from this department may be admitted to an eight half-course program. Applicants with other specializations in their master's degree programs are required to do additional courses either as prerequisites to admission or as part of their program. Applicants without a master's thesis or equivalent must submit a Qualifying Research Paper, which must be approved by two faculty members prior to registration in the program.

The two required Ed.D. seminars (3490 and 3491) are designed to facilitate thesis research and writing. They are normally taken in two consecutive terms (i.e., spring–fall, or fall–spring).

The remaining courses are selected by the student in consultation with the advisor and may be taken on a part-time basis before and following the year of residence. Students are encouraged, though not required, to do at least two half-courses before the resident year.

All Ed.D. students commencing their program after July 1, 1992, are required to take a comprehensive examination.

MASTER OF ARTS

Qualified applicants who hold a four-year University of Toronto bachelor's degree, or its equivalent, with a major in history or philosophy may be admitted to a (full-time or part-time) program consisting of six half-courses and a thesis. Normally, four of the six half-courses should be taken in the area of specialization in this department. Applicants with undergraduate majors in related social science and humanities disciplines are normally required to do some additional courses within this department. They are encouraged to submit with their application descriptions or outlines of courses that have substantial historical or philosophical content.

DOCTOR OF PHILOSOPHY

The Ph.D. program requires a minimum of two years of full-time resident study. Qualified applicants with a University of Toronto M.A. degree in History of Education or Philosophy of Education or its equivalent (including a thesis or equivalent major research paper) may be admitted to a two-year program, which consists of six half-courses and a thesis. If the master's degree does not include a thesis (or equivalent), a Qualifying Research Paper must be submitted and be approved by two faculty members before registration in the program. Applicants who do not hold a master's degree with specialization in history or philosophy of education will be required to do additional courses to establish equivalency in their area of specialization. Those with a relevant master's degree but no previous graduate courses in history or philosophy of education are normally required to do ten half-courses.

Applicants who have graduate courses with substantial history or philosophy content related to education should submit with their application descriptions of these courses. Applicants who have not completed a master's degree in this department are also encouraged to submit with their application samples of their scholarly writing (e.g., master's thesis, major research paper, published article).

All applicants to the Ph.D. program are requested to submit a statement of their particular research interests within their area of specialization (history or philosophy of education) in as much detail as possible so that an appropriate faculty advisor can be designated. Each student's program is determined in consultation with the faculty advisor within the general guidelines noted in the "General Requirements" section.

All Ph.D. students are required to take a comprehensive examination.

CORE COURSE REQUIREMENTS

For History students, course 1419 is required in the M.A., Ed.D., and Ph.D. programs unless it (or an equivalent) has been taken previously.

For Philosophy students, course 1440 is required in the M.A., Ed.D., and Ph.D. programs unless it (or the equivalent) has been taken previously. Course 1471 is required for any Ph.D. student who has previously taken 1440 or has been exempted from it.

PROGRAM/RESEARCH FOCUSES

To guide students in selecting courses and thesis advisors, we offer the following thematic focuses within the two general areas of specialization in this department:

History of Women and the Family in Education

Courses—1412, 1415, 1418, 1421, 1422, 1426, 1428, 1429, 3418, 3423.

Human Rights, Politics, and Education

Courses—1418, 1420, 1428, 1429, 1433, 1434, 1435, 1442, 1444, 1449, 1480, 1490, 3418.

Immigration, Ethnicity, and Multiculturalism in Education

Courses—1415, 1421, 1424, 1428, 1429, 1442, 3428.

Literature, Music, the Arts, and Education

Courses—1436, 1442, 1459, 1462, 1484, 1485, 1487, 1488, 3417, 3436, 3447.

Morals/Values, Social Issues, and Education

Courses—1116, 1303, 1412, 1426, 1428, 1429, 1433, 1434, 1435, 1436, 1439, 1441, 1442, 1444, 1447, 1449, 1451, 1485, 1489, 1490, 3441, 3443.

The Origins of Modern Schooling

Courses—1400, 1401, 1403, 1405, 1415, 1420, 1435, 1456.

Religion, Worldviews, Metaphysics, and Education

Courses—1418, 1424, 1432, 1480, 1481, 1482, 1486, 1489, 3418, 3437.

Note: M.R.E. students seeking full transfer of credits (four) to the M.Ed.

in History and Philosophy must take either 1480, 1481, or 1486.

Theories of Knowledge, Cognitive Science, Technology, and Learning

Courses—1234, 1431, 1432, 1436, 1437, 1447, 1450, 1459.

Theory and Practice of Schooling

Courses—1303, 1400, 1401, 1403, 1405, 1407, 1408, 1435, 1446, 1456, 1460, 1470, 1471.

COURSES

A course is identified with this department when the first two digits in the course number are 14 or 34. It should be noted that in this department the initial digit (1 or 3) does not necessarily indicate course level; most courses may be taken by both master's and doctoral students. Courses in this department are normally open to students in other departments as well.

Although the following courses are listed in the Bulletin, not all are offered in any given year. Please check the OISE schedules of course offerings for Summer and Winter Sessions. These will be available at a later date from the Office of Graduate Studies or the department.

EDT1400 H The Origins of Modern Schooling I: Problems in Education Before the Industrial Revolution

This course presents an overview of education and schooling before the massive intervention of the modern state. It is concerned with those forms of educational communication that formed the background for contemporary educational systems.
D. Levine

EDT1401 H The Origins of Modern Schooling II: Problems in 19th and 20th Century Educational History, Focus on Canada and the U.S.A.

Drawing chiefly on North American literature, this course explores the origins of state educational systems in the context of traditional patterns of socialization and formal schooling, and changing social, political, and economic conditions and ideologies.
H. M. Troper

EDT1402 H History of Modern European Education

Studies in the social and political history of European education since the eighteenth century. Education in modern Europe has frequently deviated from the Enlightenment values of tolerance, cosmopolitanism, and rationality. The history of anti-Semitism in Germany 1871–1945 provides a case in point.
R. R. Pierson

EDT1403 H History of Education in Canada

A survey course whose central theme is "Canadian answers to perennial questions in education." Included among these questions are the following: Why educate? Who should be educated? Who should teach? What should be taught? By what methods? Who pays the piper? Who calls the tune? How can success in teaching and learning be evaluated? Each of these questions will be dealt with in historical perspective in relation to the following regions of Canada: Atlantic region, Quebec, Ontario, Western region. Additional topics to be considered will be: (1) Canadian educational historiography; (2) Canadian education and its critics: an analysis of the ongoing criticism of Canadian education (in historical perspective).
Staff

EDT1405 H History of Education and Society: Selected Topics

This course is primarily designed for those with little or no background in historical research. It examines a variety of ways in which historical scholarship is relevant to the study of education and contemporary society. Students will be introduced to the interpretive questions of evaluation, representation, and understanding.
D. Levine and H. M. Troper

EDT1407 H Mass Education in English History

The primary focus of this course will be the transition from an agrarian society to an urban, industrial one. Substantial attention will be devoted to the recurrent attempts of educational promoters to discipline the masses to the rhythms of an industrial society. The stratified, explicitly unequal system of educational rewards and the recent attempts to replace it will also occupy a critical position.
D. Levine

EDT1408 H Elite Education in English History

The upper classes in Britain developed an educational system that served to create a homogeneous ruling elite having many characteristics of a caste. The schools, universities, and recreational facilities that engendered the social and educational segregation of the classes and the masses will be the focus of this course. The period of study will proceed from the sixteenth up to the twentieth century, when attempts have been made to "democratize" elite institutions.
D. Levine

EDT1412 H The History of Women and Higher Education

This course explores the growing historical literature on women and institutions of advanced education. Topics include: the nineteenth-century academy and women's college movement; women and public secondary schooling; the admission of women to universities; women's experience of higher education in the twentieth century.
A. Prentice

EDT1415 H The History of the Teaching Profession

This course explores the history of teaching as an occupation. Drawing on recent Australian, British, and American studies, as well as on the Canadian literature, it examines the following topics: the changing composition of teaching forces; teachers' work and status in the schools; professionalization; the organization of teachers' associations and unions; class, ethnicity, race, and gender in teaching.
Staff

EDT1418 H The Role of Education in Theories of Women's Emancipation: I

Feminist traditions, although often interrupted and silenced, stretch far back into the past. This course is devoted to reclaiming a part of that heritage, in particular the tradition of feminist concern with the relation of women to education. We will examine some of the major feminist theoretical writings from the fifteenth century to the end of the seventeenth century.
R. R. Pierson

EDT1419 H Historiography and the History of Education

Central issues in historical writing—theory and philosophy, bias and representativeness—are considered together with modes of presentation, forms and methods of research, and styles of argument. Students are introduced to the main issues in current educational history through an intensive reading of selected, exemplary texts. Emphasis is placed on the manner in which arguments are developed in social-historical studies on schooling and education. In this way, the influence of critical theory, discourse analysis, feminism,

postmodernism, and poststructuralism on recent debates within the field is discussed with reference to the central problems of history of education. 1419 is compulsory for all students in the M.A., Ed.D., and Ph.D. programs who will be developing a thesis topic in the History of Education.
D. Levine

EDT1420 H European Popular Culture and the Social History of Education: I

This course is concerned with the interaction between literacy and popular mentalities in the period before the creation of school systems. Its particular interest is with those individuals for whom we have detailed information and whose lives provide a distant mirror reflecting other realities. For many of them, living at the interstices of literacy and orality, the social function of education was central to their lives.
D. Levine

EDT1421 H The History of Women and Education

An investigation of the social, political, economic, and ideological trends affecting the education of women in Europe and North America in the nineteenth and twentieth centuries.
D. Levine and R. R. Pierson

EDT1422 H Education and Family Life in the Modern World: I

The history of the family as it relates to child-rearing and education in Great Britain, France, the United States, and Canada.
D. Levine

EDT1424 H Religion, Ideology, and Social Movements in the History of North American Education

A historical overview of the process of change as influenced by social service organizations or movements inside and outside the formal school structures of the community. Among the issues discussed in the seminar are institutional structure and ideology, the nature of reform, volunteerism, and related political culture.
H. M. Troper

EDT1425 H Working-Class History and Its Relation to the Schools

A review of the history of working people, with special emphasis on selected educational issues such as compulsory schooling and vocational education.
D. Levine

EDT1426 H The History of Women and Education in Canada

An investigation of the history of women in Canada, stressing the political, economic, and social developments that formed the background to changing patterns in women's education and women's role in education.
R. R. Pierson

EDT1428 H Immigration and the History of Canadian Education

A historical examination of immigration and immigration policy in shaping the social, economic, and political life of Canada with special reference to education. This course will explore such areas as the historically different agendas of immigrants and policy-makers, the shifts from migrant to immigrant, and the racial and organizational priorities of educators in meeting the needs of immigrants.
H. M. Troper

EDT1429 H Ethnicity and the History of Canadian Education

A historical exploration of ethnicity and race as a factor influencing Canadian civic culture, changing public policy, and shaping the contours of ethnic community life. Special attention will be paid to the historical development of ethnicity in Canada, the internal life of several communities, and the challenges ethnicity and race represented to keepers of the Canadian gate and educators in particular.
H. M. Troper

EDT1431 H Theory of Knowledge in Educational Inquiry and Cognitive Science

This advanced research seminar is offered alternate weeks over a full year to allow for in-depth development of research papers on epistemological issues relating to education. Areas may include: Piaget's genetic epistemology and his theory of concept formation and objectivity; philosophical foundations of cognitive science; knowledge representation in humans and in computers, and how this pertains to the educational use of computers.

Prerequisite: Background in philosophy or psychology and permission of instructor.

E. C. Olsen

EDT1432 H Knowledge, Mind, and Human Beings

This course is designed primarily for those without extensive background in philosophy. It will consider selected topics of particular concern to educators from the areas of philosophy of mind and epistemology. Various theories of mind such as dualism, behaviorism, and materialism will be considered in relation to such concepts as education, indoctrination, teaching, learning, conditioning, knowledge, and understanding. The underlying concern will be to develop a conceptual account of a person as an educable being.

E. C. Olsen

EDT1433 H Freedom and Authority in Education

This course focuses on the tension between freedom and authority as it affects both education and society at large. Traditional and contemporary philosophical theories of freedom and authority provide a context for examining the competing claims of libertarians (or progressivists) and authoritarians in education. This course does not presuppose extensive background in philosophy.

E. C. Olsen

EDT1434 H Human Rights, Politics, and Education

An introduction to human rights theory and practice with reference to major political, social, and educational issues in our times. The connections between human rights, democratic development, and education will be considered in an international context.

D. Misgeld

EDT1435 H Democracy and Education

The course will consider major views of society and politics that have the development of democracy as their theme. The relation between projects of educational reform and democratic development will be examined.

D. Misgeld

EDT1436 H Modernity and Postmodernity in Social Thought and Education

Recent debates in social theory, philosophy, and education regarding the meaning of modernity will be discussed. Theories of modernity and "postmodern" critiques of them will be reviewed. Experiences around the world of various types of crisis (human rights, ecological, cultural) will be considered.

D. Misgeld

EDT1437 H Philosophical Aspects of the Development of Language and Thought

This is an interdisciplinary course that examines the philosophical underpinnings of competing theories about language learning, concept formation, and the relation between thinking and language. There will be discussion of how each theory would guide educational practice during a child's early years. Major protagonists to be considered will include Piaget, Vygotsky, Chomsky, and contemporary authors in cognitive science.

Prerequisite: Some background in philosophy, psychology, or linguistics.
E. C. Olsen

EDT1439 H Gender, Ethics, and Education: Philosophical Issues

This course will examine philosophical issues pertaining to the interrelationships of gender, ethical frameworks, and educational theory. Focus will be on recent feminist analyses of gender as a social construction, insights into how this construction is manifested and maintained, and critiques of and alternatives to mainstream ethical theory. How educational theory, on matters such as ideals, aims, curriculum content, and the teacher's role, would need to change in order to accommodate these perspectives will provide the context for the critical explorations.
D. R. Boyd

EDT1440 H An Introduction to Philosophy of Education

This course is an overview of the field of philosophy of education, focusing on the question "What are the nature and aims of education?" This question will be addressed from the perspective of a variety of philosophers and schools of thought, selected to represent the field in its diversity and in its recurring and unifying themes. Texts to be read will be drawn from Plato, Locke, Rousseau, Dewey, Russell, and Whitehead, as well as some of the traditions of Marxism/neo-Marxism and analytic philosophy.
Staff

EDT1441 H Philosophical Dimensions of Moral Education

This course considers theoretical issues in moral education within the context of an examination of selected contemporary approaches. The role of the teacher in moral education is emphasized and examined in light of interpretations within different approaches and as shaped by theoretical conceptions of the moral realm and views of the objectivity of value judgment. Issues such as relativism, the role of affect and commitment, the nature of moral development, indoctrination, and the teacher as moral agent are also explored in the context of the latter theoretical problems.
D. R. Boyd

EDT1442 H Moral Dimensions of Educating within Commitments to Diversity

This course will focus on moral problems that arise when educators take seriously commitments to respect diversity. Such problems will be explored in the context of curriculum choices, teachers' integrity, cultural conflicts, race relations, and power differentials. Attention will be directed to underlying philosophical issues such as conceptions of the moral realm, moral certainty, the meaning and justification of valuing diversity, and indoctrination.
D. R. Boyd

EDT1444 H Human Rights and Education in an International Context

How can education contribute to respect for human rights? Human rights violations occur around the world on an alarming scale, and there is need to search for an adequate response. The way in which education in various forms can contribute to finding it will be examined. Reference will be made to proposals coming from various parts of the world. This course has no prerequisites and is open to students not specializing in Philosophy of Education. There will be sufficient emphasis on formal education for this course to be of considerable interest to teachers.
D. Misgeld

EDT1446 H The Teacher as Philosopher

This course starts from the assumption that teachers are already philosophers —i.e., their practice is informed by systems of beliefs and assumptions. Each student will have the opportunity to

develop an initial articulation of his/her views on education in a personal interview with the instructor at the beginning of the term. These interviews will then be shared and will focus course readings, lectures, and requirements. The aim will be to examine the different ways in which philosophical assumptions form the foundation for educational beliefs. Topics addressed will include value, epistemological, political, and praxis questions within beliefs about educational aims, content, and teaching methods.
D. R. Boyd

EDT1447 H Technology in Education: Philosophical Issues

This course will address the philosophical problems arising from the use of modern technology and its implications for theories of education and educational practices. The primary focus of the course will be on the nature of the relationship between humans, society, and technology. Among the issues that may be considered are: the nature and validity of technological determinism as a model of explanation of personal and social change; technological causation; the conceptual distinctions (if any) between humans and machines; the social, political, metaphysical, ethical, and epistemological commitments involved in the introduction and use of technology in education; the distinctions between human understanding and artificial intelligence; problems arising from the use of computers in education; and related philosophical issues in education. The selection of topics will depend on the interests and backgrounds of the members of the seminar.
J. A. Eisenberg

EDT1448 H European Popular Culture and the Social History of Education: II

This course picks up themes developed in 1420 and carries them through the period of school systems. Its particular interest is to relate the development of the education system to other systems of social regulation in the modern world.
D. Levine

EDT1449 H The Theory of Law and the Teaching of Law in the Schools

An examination of the fundamental philosophical principles underlying law and their application to the study of law in the schools. The topics to be dealt with will include: the nature and justification of law; morality and law; the concept of justice; crime and punishment; law and social change; rational procedures in law; theories of legal education and proposed materials; legal problems confronting teachers; and curricula for courses in law.
J. A. Eisenberg

EDT1450 H Philosophy of Science and Science Education

A discussion of the development and growth of scientific concepts based on actual controversies in science, designed for science teachers interested in exploring alternative science curricula.
Staff

EDT1451 H Theories of History and Social Inquiry in Education

A consideration of some of the major contemporary theories of history and social inquiry and their relevance for education today. The topics to be treated in the seminar include the nature of historical inquiry; theories of explanation and discovery in history and the social sciences; the use of narrative in history and education; modes of reasoning in history; the relevance of history today; the application of the theories and models studied to the teaching of history and the social sciences; and related topics to be selected by members of the seminar.
J. A. Eisenberg

EDT1452 H Individual Reading and Research in the History of Education: Master's Level

Specialized study, involving regular preparation of papers and tutorials under the direction of a staff member, focusing on specialized topics of interest to individual students and faculty members that are not provided for in seminar courses. Practical field experience may be included as part of the course. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.

EDT1453 H Individual Reading and Research in the Philosophy of Education: Master's Level

Description as for 1452.

EDT1456 H Alternative Schools

An introduction to the philosophy and recent history of tax-supported public alternative schools. The current problems and future prospects of alternative schools will be discussed in light of selected readings, films, and visits to local alternative schools.

M. A. Levin

EDT1459 H Creativity and Education

The theoretical frameworks of school programs for gifted students will be studied and related to more general theories of creativity. This will involve considering a variety of theories of creativity and giftedness of philosophers, psychologists, scientists, artists, writers, musicians, and educators to determine what creativity is, how it can be supported and encouraged, and what the implications for education are. In addition to examining theories, the class will study creative works, observe classroom activities in gifted education, and examine various programs for the gifted. In effect, both theoretical and practical aspects of creativity in education will be dealt with and special focus will be placed on areas of student interest.

J. A. Eisenberg

EDT1460 H History and Educational Research

A seminar course required of all M.Ed. students in History of Education, normally taken at or near the end of each student's program. The course will both explore selected topics in educational history with special reference to historical research methods in use in the history of education and assist students in undertaking their major research paper.

Staff

EDT1461 H Special Topics in History and Philosophy of Education

A course that will examine in depth a topic of particular relevance not already covered in the regular course offerings in the department. The topics will be announced each spring in the Winter Session and Summer Session schedules.

Staff

EDT1462 H Women, Literature, and Education

This course focuses on several ways in which literature relates to women and education. The course emphasizes feminist concerns pertaining to literary interpretation and pedagogy: male/female authorial voice, literary critical double standard, and social effects of fictional role models. It also examines connections between educational goals and a feminist literary consciousness.

D. Bogdan

EDT1470 H Theory and Practice of Schooling

This course is designed for those interested in where schooling should be going today and what form life in classrooms and schools should take. No background in philosophy of education is required. The everyday problems facing teachers will be considered, with special attention to the concerns of elementary schooling.

C. M. Beck

EDT1471 H Critical Issues in Education: Philosophical Perspectives

This course examines philosophical dimensions of contemporary critical issues in educational practice. Issues selected vary each time (examples are destreaming initiatives, court cases about teaching religion in schools, governance and control, and the development of the "common curriculum"), and an effort is made to have as guest speakers practitioners from the field who are actively dealing with the issue. The aim is to integrate our understanding of these issues as they are being played out in practice and uncover and analyse some of the underlying philosophical questions.
D. R. Boyd

EDT1480 H Religious Pluralism and Education

An examination of major concepts and issues in religion and religious education today, from a "multi-faith" and pluralistic perspective. The course will explore the nature and significance of religion as a phenomenon of human life; its place in the schools, both public and private, of a pluralistic society; and approaches to religious education.
C. M. Beck

EDT1481 H Worldview Education

This course examines the role of worldviews in promoting human well-being and how such perspectives are modified over time, both in society and in individual lives. Consideration is given to historical and contemporary answers to some of the "large questions of life" such as the nature of reality, origins, destiny, death, suffering, meaning in life, community, and ecology. An integral aspect of the course is an exploration of the role of education, both formal and informal, in the development of life perspectives.
C. M. Beck

EDT1482 H The Nature and Development of Religious Knowledge in Education

An examination of the similarities and differences between religious concepts, beliefs, and knowledge and other types of concepts, beliefs, and knowledge (e.g., empirical, historical, scientific knowledge) from a developmental perspective as derived from the work of Piaget, Fowler, etc. A central issue for the course is the question whether religious education is appropriate within formal education in a pluralistic society and, if so, what is the nature of the knowledge that can properly be the subject of a religious education program.
E. C. Olsen

EDT1484 H Philosophy of Literature and Literature Education

An examination of the philosophical underpinnings of reader-response theory, broadly defined. Topics address the epistemology of literary response and its moral/aesthetic/ideological implications and include the relationship of structuralism, poststructuralism, and feminist literary theory to the classroom treatment of literary reading.
D. Bogdan

EDT1485 H Literature and Values in Education

An examination of the complex relationship between literature and values, including the ethical dimension throughout literary criticism and a philosophical analysis of the educational value of literature. Topics include the justification for and censorship of literature, and a critique of Frye's concept of the educated imagination and its implications for the serious study of values.
D. Bogdan

EDT1486 H Religious Education Within a Tradition

This course is offered within a framework of religious pluralism. However, it focuses on the theory and practice of

educating and "nurturing" students within their own religious tradition. Authors studied will include Thomas Groome, Maria Harris, John Hull, and John Westerhoff.
C. M. Beck

EDT1487 H Critical Discourses of Musical Experience and Education

This course inquires into ways of speaking about the educational value of musical experience as both a private act and a social and cultural phenomenon. Assuming no special musical expertise of its participants, it focuses on the musical reception of "classical" music of Western culture from the perspective of the informed listener/audience as educator. In so doing, it seeks to forge a critical discourse for exploring a number of interlocking questions that embrace the ontological, psychological, ethical, social, and political dimensions of musical experience.
D. Bogdan

EDT1488 H Feminist Theory, Musical Experience, and Music Education

This course addresses several topics in the application of feminist theory to the fields of musicology, musical reception, and music education.
D. Bogdan

EDT1489 H Way of Life Education

This course is concerned with how to develop a "way of life" as distinct from a value system or worldview. The components of a way of life are discussed, and related to specific life areas such as friendship, family, work, leisure, and community. Students may write a theoretical paper or develop a curriculum unit for "way of life education" at the school or adult level.
C. M. Beck

EDT1490 H Social and Political Education

This course is concerned with the role of education in improving social and political arrangements at communal, national, and global levels. Substantive social and political issues will be discussed, together with questions about curriculum development and educational methodology in various subject areas (e.g., social studies, language arts, history, literature).
C. M. Beck

EDT3417 H Research Seminar in Feminist Criticism, Aesthetics, and Pedagogy

This course provides a forum for students with some background in feminism, literature, the arts, literary theory, feminist/critical pedagogy, creativity, and/or aesthetics, who wish to pursue a research topic in depth. Students should have in mind a relevant topic when they register. Limited enrolment.
D. Bogdan

EDT3418 H The Role of Education in Theories of Women's Emancipation: II

This course is designed as a follow-up to 1418. It is intended for students who wish to pursue at an advanced level the study of feminist educational theory. Through study and class discussion of major feminist texts, the course will carry the examination of feminist critiques of educational systems and curricula into the twentieth century and the contemporary women's movement.
R. R. Pierson

EDT3423 H Education and Family Life in the Modern World: II

This course is designed as a follow-up to 1422. It is intended for students who are interested in pursuing the historical study of education and family life. This course is not a survey; rather, its primary concern will be a detailed examination of the major works in family history. Classroom discussions will be focused upon the major historiographical and methodological implications of monographic texts, each of which will be considered at length.

Prerequisite: 1422 or permission of instructor.
D. Levine

EDT3428 H Minority Concerns and Education in Canadian History: Selected Topics

A research-oriented seminar on the historical tensions and concerns of immigrant and ethnic groups and their importance to the development of education in Canada.
Prerequisite: 1428, 1429, or permission of instructor.
H. M. Troper

EDT3436 H Aesthetics and Education

This course will examine education as an aesthetic experience; education for appreciation of art; art as education.
D. Bogdan

EDT3437 H Research Seminar in Religious Education

Advanced seminar based on issues raised in 1480 but dealing with a selection of these in depth. Topics are selected on the basis of the research interests of students and instructor.
Prerequisite: Permission of instructor.
C. M. Beck

EDT3441 H Research Seminar in Moral Education: Part I

EDT3443 H Research Seminar in Moral Education: Part II

Advanced seminars based on topics covered by 1441 but dealing with a selection of these in more depth. Topics are selected on the basis of the research interests of students and instructor.
Prerequisite: Permission of instructor.
D. R. Boyd

EDT3447 H Critical Theory as a Theory of Modernity and Education: I

An advanced course in the critical theory of society, with particular emphasis on the thought of the Frankfurt school, especially J. Habermas's work. The central issue will be the relation between Habermas's critical theory, as the theory of modernity, and various critiques of this position, including postmodernist ones. The significance of critical theory for educational thought will also be considered.
Prerequisite: Relevant background corresponding to content of course 1436 or permission of instructor.
D. Misgeld

EDT3452 H Individual Reading and Research in the History of Education: Doctoral Level

Description as for 1452.

EDT3453 H Individual Reading and Research in the Philosophy of Education: Doctoral Level

Description as for 1453.

EDT3461 H Special Topics in History and Philosophy of Education

A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Winter Session and Summer Session schedules.
Staff

EDT3490 H Ed.D. Seminar in the History and Philosophy of Education: I

Research seminar for Ed.D. candidates involving consideration of the problems of historical and philosophical studies in a critical context. The seminar will include presentation and criticism of students' thesis/project proposals and progress reports.
Staff

EDT3491 H Ed.D. Seminar in the History and Philosophy of Education: II

See description for course 3490.
Staff

EDT3494 H Doctoral Practicum in the History and Philosophy of Education: I

Special field-oriented experience for doctoral candidates relating to their particular areas of scholarly interest.

The student's activities will be planned in consultation with faculty and will involve seminars or tutorials as well as practical implementation in field situations. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.
Staff

EDT3495 H Doctoral Practicum in the History and Philosophy of Education: II
See description for 3494.

The following courses are accepted for credit in the Department of History and Philosophy of Education. For descriptions, see the relevant departments.

Adult Education
1116H Learning Values in Adulthood (C. M. Beck)

Applied Psychology
1234H Foundations of Cognitive Science (E. C. Olsen and D. R. Olson)

Curriculum
1303H Values and Schooling (C. M. Beck)

Higher Education
1801H The History of Higher Education in Canada: An Overview (W. Brehaut)
1822H The Idea of the University and the College (Staff)

Sociology in Education
1970H Sociological Theory in Education (Staff)
1975H Gender and Historical Sociology (R. R. Pierson)

SOCIOLOGY IN EDUCATION

Margrit Eichler, Ph.D. (Duke)
Professor, and Chairperson of the Department, cross-appointed to the Department of Sociology, University of Toronto
(feminist theory and methodology; family policy; new reproductive technologies; non-sexist comprehensive approach to social inequality; feminist eco-sociology)

Graduate Studies Academic Secretary, to whom program inquiries for this department should be directed:
C. Paul Olson, M.A. (Princeton)
Associate Professor
(social psychology; socialization; symbolic interactionism; quantitative and qualitative methods; political sociology; theory; bilingual education; computer implementation; comparative education)

Coordinator of Ed.D. program, to whom inquiries should be directed:
Edward B. Harvey, Ph.D. (Princeton)
Professor, cross-appointed to the Department of Sociology and the Centre for Industrial Relations, University of Toronto
(studies of educational systems and the labor market; applied social research and policy analysis; employment equity)

Sandra Acker, Ph.D. (Chicago)
Professor, cross-appointed to the Higher Education Group
(gender and education; work, cultures, and careers of teachers and academics; feminism and educational policy and practice; sociology of education; higher education)

Kari Dehli, Ph.D. (Toronto)
Assistant Professor
(feminist studies in sociology and education; educational policy and state formation; feminist politics; power, language, and subjectivity)

George J. S. Dei, Ph.D. (Toronto)
Associate Professor
(anti-racist education; international development; political ecology; race and ethnic studies; ethnography)

Michael Fullan, Ph.D. (Toronto)
Professor, cross-appointed from the Faculty of Education, University of Toronto; Dean, Faculty of Education, University of Toronto
(planned educational change; theories, methodologies, dilemmas of intervention in the educational change process)

James L. Heap, Ph.D. (British Columbia)
Professor, cross-appointed to the Department of Sociology, University of Toronto
(social organization of literacy activities; sociality and cognition; classroom discourse; ethnomethodology; qualitative methodology)

Monica Heller, Ph.D. (California at Berkeley)
Associate Professor
(Franco-Ontarian studies; linguistic anthropology of education; language and social difference; sociology of language; bi/multi-lingualism and bi/multiculturalism)

David W. Livingstone, Ph.D. (Johns Hopkins)
Professor
(comparative political economy and education; ideologies and class consciousness; alternative social and educational futures)

Dieter Misgeld, Dr.Phil. (Heidelberg)
Professor, cross-appointed from History and Philosophy of Education

Roxana Ng, Ph.D. (Toronto)
Associate Professor
(race and gender relations; feminist and anti-racist pedagogies; community–state relations; sociology of health and illness)

Ruth Roach Pierson, Ph.D. (Yale)
Professor, jointly appointed to History and Philosophy of Education

Ronald Silvers, Ph.D. (Princeton)
Professor
(postmodern thought; cultural studies in art and media; phenomenology and hermeneutics in the human sciences and education)

Dorothy E. Smith, Ph.D. (California at Berkeley)
Professor, cross-appointed to the Department of Sociology, University of Toronto
(feminist studies in sociology; the social organization of knowledge; Marxist sociology)

CROSS-APPOINTED FROM THE OFFICE OF FIELD SERVICES AND RESEARCH:

George E. Burns, Ed.D. (Toronto)
Associate Professor, OISE Midnorthern/Northeastern Centre
(policy research; phenomenology of educational change; organization–community relations and development; collaboration; education equity; child abuse prevention; bilingual education; Native education; school board trusteeship)

PROGRAMS

This department offers programs leading to M.Ed., M.A., Ed.D., or Ph.D. degrees with specialization in Sociology in Education. Full-time study is a requirement in Ed.D. and Ph.D. programs. M.Ed. and M.A. studies may be pursued either part-time or full-time.

In the Department of Sociology in Education the M.Ed. degree may be pursued under either Option II (eight half-courses and a major research paper) or Option III (six half-courses and a thesis). Admission to Option III is based on a four-year undergraduate degree in sociology or equivalent. (See the "General Requirements for Admission and Degrees" section of this Bulletin.) Applicants to Option II should consult departmental regulations for this program; guidelines for the major research paper (MRP) are available from the department. Applicants who prefer Option III should so indicate on their application for admission and discuss this choice with their faculty advisor as soon as possible after admission.

The department strongly encourages prospective Ed.D. applicants to develop methodological and theoretical competence during their master's programs. For information on the Ed.D. program in the department, please contact Edward Harvey.

All incoming students without adequate preparation in sociology in education are strongly encouraged to take course 1900 or 1901 and a sociological theory course early in their program.

From time to time the Department of Sociology in Education offers courses off-campus to serve M.Ed. and Ed.D. students in localities far from Toronto. Off-campus students typically complete their program by enrolling in courses on-campus during the summer and/or by enrolling as full-time students during a regular academic year.

Le Département de sociologie de l'éducation offre un programme de cours à distance menant au diplôme de M.Ed., et dont la langue d'enseignement est le français. Les étudiants de Toronto peuvent aussi suivre ces cours. Vous trouverez ci-dessous la description en français des cours qui font partie de ce programme. Pour de plus amples renseignements, prière de consulter la rubrique «Études en français» (voir «Interdisciplinary Focuses in Graduate Studies»).

Students in all programs should consult, by telephone or in person, with their assigned advisor prior to commencing their program. (Note that this advisor is not necessarily the thesis or MRP supervisor; the latter is usually sought during a student's program.) The development of an individual program is the responsibility of each student. To help students articulate and focus their intellectual concerns, the department offers coursework in sociology in education as listed on the following pages; student-designed independent study and research projects for course credit; a designated faculty advisor for each student; supervision for the thesis or MRP; information-sharing sessions; student participation in the planning and implementation of the program; and access to related courses in other graduate departments of the University of Toronto as well as within OISE.

Ph.D. candidates are required to take a comprehensive examination. Please consult the Sociology Student Handbook under "Academic Requirements."

RESEARCH FOCUSES

Faculty and student research and interests represent a variety of approaches to sociology in education. The current composition of the department provides particular opportunities for students who may wish to focus their activities in the six areas listed below. It must be stressed that these areas are flexible and interacting emphases.

Focus on Policy and Practice in Education

Relevant courses: 1900, 1903, 1907, 1909, 1910, 1914, 1926, 1929, 1939, 1948, 1960, 1973, 3911, 3995. A variety of approaches concerned with the interface between policy, practice, and research (e.g., policy analysis, program evaluation, planned change, organizational and community development, implications for practitioners). Faculty include: Sandra Acker, George Burns, Kari Dehli, Margrit Eichler, Michael Fullan, Edward Harvey, James Heap, Roxana Ng, Paul Olson, and Dorothy Smith.

Focus on Political Economy of Education

Relevant courses: 1950 (the core course for this focus), 1903, 1904, 1928, 1941, 1948, 1953, 1979, 3935, 3940, 3953, 3995. Theory and methodology of historical materialism; the impact of social class, race, and gender on schooling, and schooling as a reproducer of class, race, and gender; the impact of economic development and underdevelopment on education; the state and education; social crisis and educational reform; labor markets, the labor process, and skills training; women's labor and economic development; historical and contemporary Canadian issues. Faculty include: Kari Dehli, George Dei, David Livingstone, Roxana Ng, Paul Olson, and Dorothy Smith.

Focus on Education and the Social and Political Organization of Knowledge and Cognition

Relevant courses: 1928, 1932, 1939, 1987, 3927, 3928, 3933, 3934. Inquiry into the contemporary organization of knowing and knowledge from phenomenological, hermeneutical, Marxist, interpretive, postmodern, and ethnomethodological perspectives. Faculty include: James Heap, Dieter Misgeld, Roxana Ng, Ronald Silvers, and Dorothy Smith.

Focus on Feminist Studies and Gender Relations in Education

Relevant courses: 1972 (the core course for this focus), 1907, 1917, 1954, 1971, 1973, 1975, 1981, 1984, 3972, 3975, and 3984. Gender studies in the family, school, and workforce; feminist theory and epistemology; feminist practice; gender, class, race, and cultural reproduction; social history of women and women's education; feminism and feminist historiography. Note that other courses offered by feminist faculty, but not listed in this focus, may be taught from a feminist perspective. Faculty include: Sandra Acker, Kari Dehli, Margrit Eichler, Edward Harvey, Roxana Ng, Ruth Pierson, and Dorothy Smith.

Focus on Critical Pedagogy and Cultural Studies

Relevant courses: 1996 (the core course for this focus), 1903, 1909, 1929, 1942, 1953, 3903, 3911, 3995. The role of education in reproducing cultures, symbolic dominance, and social inequalities, and the potential of alternative teaching materials and strategies for overcoming oppressive conditions. Related courses are offered in the departments of Curriculum and History and Philosophy of Education. (See "Interdisciplinary Focuses" for a fuller description.) Faculty include: George Burns, Kari Dehli, George Dei, Monica Heller, David Livingstone, Roxana Ng, and Paul Olson.

Focus on Comparative, International, and Development Education

This focus is fully described in the Department of Adult Education section of the Bulletin. Relevant courses: 1139 (core course offered in Adult Education can be counted for Sociology in Education credit), 1920, 1941, 1948, 1979, 3930, 3935, 3940. Faculty include: George Dei, David Livingstone, Paul Olson, and Joseph Farrell (Adult Education).

GENERAL INFORMATION

Applications should be submitted to the Office of Graduate Studies by January 15. If applicants wish to be considered for an OISE Graduate Assistantship, January 15 is the deadline for receipt of that application. Note that incomplete applications may be delayed in processing or may be rejected.

This department welcomes applicants with diverse but relevant backgrounds that may or may not include professional preparation for education and professional experience. Candidates who are admitted without sufficient previous study in sociology will normally be required to take a longer program of study, as will those without a four-year bachelor's degree.

In addition to the general requirements for admissibility as outlined in the "General Requirements for Admission and Degrees" section, applicants are required to submit the following:
(a) a careful statement of their interests (beyond career plans), including a detailed reference to intellectual interests and concerns relevant to sociology in education and reasons for wanting to undertake a program here in sociology in education;

(b) two letters of reference, both of which should be from university instructors with whom the applicant has studied or worked;
(c) at least one sample of written work (e.g., course essay or thesis chapter) in the social sciences.

Information about departmental and Institute organization, facilities, and resources can be found in the Sociology Student Handbook, which is distributed by the department at its fall and spring orientations and is available from the departmental Graduate Studies Secretary.

Information about off-campus and on-campus courses to be offered in the 1995 Summer Session and the 1995/96 Winter Session will be available from the Office of Graduate Studies in March.

COURSES

A course is identified as Sociology in Education when the first two digits in the course number are 19 or 39. A course numbered 39 generally assumes a background in sociology in education.

Courses listed in French are generally taught in distance mode. Please check with the instructor. See also "Études en français" in "Interdisciplinary Focuses."

EDT1900 H Introduction to Sociology in Education

An examination of the possibilities, promises, and problems with which sociological perspectives can enliven and enrich the understanding of the educational process. This course provides an introduction to and integration of theoretical and practical aspects of sociology in education.
Staff

EDT1900 H Introduction à la sociologie de l'éducation

Ce cours a pour but d'examiner les possibilités, les promesses et les problèmes avec lesquels les perspectives sociologiques peuvent animer et enrichir la compréhension du processus éducatif. Il fournit une introduction aux aspects théoriques et pratiques de la sociologie de l'éducation, et leur intégration.
M. Heller

EDT1901 H Basic Concepts in Sociology in Education

An introduction to basic, widely known concepts in sociology in education. Concepts covered will include many of the following: social order, social structure, status/role, culture, normative order, norms/rules, social action, social facts, sex/gender, race/racism, class, rationality, ideology, power, and authority.
J. Heap

EDT1903 H Sociology of Minority Groups, Multiculturalism, and Policy-Making in Education

This course critically assesses multicultural education in light of the development of race relations in Canadian society, and explores the movement toward formulations of anti-racist education.
R. Ng

EDT1903 H L'éducation multilingue et multiculturelle : l'analyse sociologique

Ce cours est traité comme un séminaire : l'emphase est mise sur le développement des structures analytiques à l'intérieur desquelles on peut réexaminer la relation existant entre l'éducation et le pluralisme culturel de la société canadienne contemporaine. L'on accordera une attention particulière au concept de multiculturalisme et aux programmes de développement qui s'y rapportent, ainsi qu'aux questions relatives à l'institution des politiques. Parmi les sujets qui seront discutés, on compte les suivants : l'éducation des groupes anglophone et francophone mi-

noritaires, particulièrement en ce qui concerne la langue, les programmes scolaires et les enseignants.
M. Heller

EDT1904 H Social Stratification and School Systems

Study of the construction of class and gender systems of stratification in workplace, household, and community spheres, and the influence of such forms of stratification on educational processes, as well as the roles of schools and teachers in reproducing and changing these social forms. The extent of economic and educational opportunity and mobility in Canada and other industrial societies will be assessed.
D. W. Livingstone

EDT1904 H La stratification sociale et le système scolaire

Ce cours étudiera la construction des systèmes de stratification selon la classe sociale et le sexe dans les milieux de travail, au foyer et dans la communauté ; l'on traitera aussi de l'influence que de telles formes de stratification peuvent avoir sur les processus éducatifs, ainsi que sur le rôle de l'école et des enseignants en reproduisant et en changeant ces formes sociales. On évaluera l'étendue des possibilités économiques et éducatives de même que la mobilité tant au Canada que dans d'autres sociétés industrialisées.
D. W. Livingstone

EDT1907 H Changes in Families and Policy Consequences for Government and Education

An examination of recent and anticipated changes in Canadian families and the study of current government policies concerning families. An investigation of the present situation, government policy, and educational policy.
M. Eichler

EDT1908 H Society and Self in the Classroom

The course will draw upon the social psychological literature, particularly symbolic interactionism and phenomenology, to show how the understanding of the role of emergent self is critical to an understanding of classroom interaction. Empirical work will practically demonstrate how these theoretical positions when conjuncted with traditional and structural models produce a better understanding of classroom dynamics. The second half of the course will require empirical analysis by the student of a situation in an Ontario school with the aim of making concrete policy recommendations.
Staff

EDT1909 H Practical Problems in Educational Innovation

A sociological approach to the practical problems faced by different types of school personnel (administrators, teachers, students, parents) in planning, implementing, accepting, or rejecting school innovations. The course includes a detailed look at contemporary educational program changes such as curriculum guidelines, and an examination of strategies for planning and implementing educational change.
G. E. Burns

EDT1910 H Sociology and the Working Teacher

This course will draw upon sociological perspectives and techniques to study the work situation of teachers. Teachers will be considered as individuals, in their classroom roles, as colleagues in workplace cultures, and as members of an occupation. These topics will be set in the context of the social role of education and of contemporary social and educational issues and debates.
S. Acker

EDT1914 H Policy Research and Educational Systems

The course will examine social and educational policy in Canada and the role that sociological research plays in its

formulation and evaluation. The force driving policy change will be examined. Policy-oriented sociological research strategies will be evaluated in detail.
E. B. Harvey

EDT1917 H Education, Gender Relations, and Masculinity

This course deals with the historical construction and contemporary forms of regulating masculinity as the dominant, dominating feature of approved, privileged social identity within the centrally defining contexts of familial, educational, and occupational relations. The course format will be exploratory and workshop-oriented.
Staff

EDT1926 H Student Deviance, Resistance, and Educational Transformation

Theories of social deviance and a systematic examination of student deviance in relation to the school system, especially educational failure. Practical issues of typification, classroom order, streaming, and special education will be addressed.
Staff

EDT1928 H The Social Organization of Knowledge

This course is directed to a study of the procedures for, and accounts of, the way in which knowledge is organized in society. Its empirical focus is the objectified knowledge embodied in documentary form—news, data, records, etc.—through which we know the world at "second hand." The problematic is the relation between these objectified forms of knowledge and our direct experience. The intention is critical in explicating these as ideological processes integral to the power relations of contemporary society.
D. E. Smith

EDT1929 H The School and the Community

This course investigates changing relations within and between schools and communities (however defined). We will review sociological and historical studies of community and discuss the ways in which different notions of "community" have been employed by parents, teachers, administrators, and others in struggles over the form, content, and outcomes of schooling. Students are encouraged to draw on their own experiences as parents, teachers, students, and/or community activists,
K. Dehli and G. E. Burns

EDT1929 H L'école et la communauté

L'objectif de ce cours est d'explorer la problématique entre l'école et ce que son personnel considère comme «la communauté», en examinant les différentes influences (ex. structure familiale changeante, mouvement des femmes, immigration, standards sexuels et moraux changeants) qui affectent le système scolaire, et comment ces influences ont transformé la nature de l'école.
Membre de la faculté à déterminer

EDT1932 H Ethnomethodology in Education

The history, theory, and methodology of varieties of ethnomethodology will be covered, with a focus on studies of practical reasoning and activity organization in educational settings.
J. L. Heap

EDT1937 H Sociology of Children's Culture

A study of the everyday activities of children, particularly within the school setting. The course focuses on the way children organize their activities and understand the world. Attention will be directed to the social interpretations made by adults in their attempts to comprehend the actions of children and the way adults define children as a spe-

cial group in society. The course will examine video and film recordings of children and of adult-child conversations, and will include the topic of children's art and play.
R. Silvers

EDT1939 H Exploring Human Understanding and Education through Visual Media

This course brings together the theoretical question of how photographs acquire interpretive meaning and a practical concern with how photography may be used as a medium for research in the human sciences. Both theory and practice will focus on: the photographic essay as a form for composing and transmitting research knowledge; the relationship of researchers/photographers to the subjects they study and to the viewers of their photographic essays; and the viewers' opportunities for changes in cultural and self-knowledge. Basic knowledge of camera handling is a prerequisite for the course.
R. Silvers

EDT1941 H Comparative Education: Third World Educational Alternatives

In response to Western dominance in the Third World, alternative societal visions and educational concepts and practices have developed. On the basis of this pattern of response we can speak of a "Third World educational alternative" embedded in the thought and practice of Gandhi, Mao, Nyerere, Freire, and Cabral, spanning the Third World in Asia, Africa, and Latin America. This alternative stands in dialectical contrast to the Western model of education that has emerged as a part of the process of capitalist development.
Staff

EDT1942 H Langue, culture et éducation

Le lien entre l'usage linguistique, les rapports sociaux, la culture et l'éducation, à l'intérieur comme à l'extérieur des écoles, sera examiné selon l'approche anthropologique de l'ethnographie de la communication. La première partie du cours sera consacrée à l'étude des caractéristiques et des origines des différences culturelles dans la façon de s'exprimer à l'oral et à l'écrit, et de même que le comportement adopté dans l'interaction sociale. La deuxième partie sera consacrée à l'étude des conséquences de ces différences culturelles en ce qui a trait au rendement académique et au développement linguistique des élèves en situation multilingue/multiculturelle. Finalement, nous examinerons l'utilité de l'approche ethnographique comme méthodologie de recherche et comme outil ou méthode pédagogique. Le cadre théorique et méthodologique établi dans ce cours servira à l'examen des problèmes de l'éducation franco-ontarienne.
M. Heller

EDT1942 H Language, Culture, and Education

The anthropological perspective of the ethnography of communication will be adopted to study the relationship between language use, social relations, culture, and learning in and out of schools. The first section of the course will concern the nature and origin of cultural differences in language use patterns and social interactional styles. The second section will concern the consequences of those differences for school performance, and the usefulness of the ethnography of communication as both a research and a pedagogical tool in the development of curricula that account for such differences.
M. Heller

EDT1947 Y The Principles of Anti-Racism Education

The first half of the course provides a theoretical analysis of anti-racist and anti-discrimination education and issues for students, educators, and staff interested in the pursuit of anti-racist and anti-discrimination education in

the schools. The second half focuses on practical anti-racism strategies aimed at institutional change in schools, classrooms, and other organizational settings. The intention is to ground theoretical principles of anti-racism education in the actual school practices of promoting educational inclusion, social change and transformation.
G. J. S. Dei

EDT1948 H Sociology of Race and Ethnicity

This seminar reviews selected sociological theories and perspectives on race and ethnicity. The emphasis is on emerging debates and investigations on the interrelation of race, gender, and class in the construction of social and historical realities. It explores the implications of these advances for curriculum and pedagogical practices.
Prerequisite: 1903, or permission of instructor.
G. J. S. Dei

EDT1950 H Marxism and Education

The core course of the political economy of education focus, which introduces the range of perspectives, methods, and concepts in Marxist thought. Both the historical development of Marxism and diverse current applications will be illustrated. Topics will include: assessments of Marx's method of inquiry, dynamics of capitalist production, class relations and class consciousness, contemporary Marxist approaches to education, and current challenges to Marxism. Emphasis throughout will be on the applicability of Marxist modes of analysis to the study of educational theory and practice.
Staff (coordinated by D. W. Livingstone)

EDT1952 H Individual Reading and Research in Sociology in Education: Master's Level

Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student that are not included in available courses. This study may take the form of a reading course combined with fieldwork in community groups and organizations, or independent study of any type. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

EDT1953 H Ideology, Public Opinion and Policy-Making in Education

The course begins with a general analysis of ideologies and their relations to social practice, and a concrete examination of ideologies and ideological domination in contemporary Canada. Research methods of understanding social concerns—including interview surveys and conscientization—are then assessed, followed by a critical comparative review of recent research on the social and educational concerns of Canadians and other peoples. Then major educational policy issues of common student interest will be studied collectively in terms of the relations between punblic sentiment and policy-makers' decisions.
D. W. Livingstone

EDT1954 H Eco-Sociology

This course aims to combine a feminist, ecological, and sociological perspective on selected global problems. It includes an examination of ecofeminist writings.
M. Eichler

EDT1960 H Introductory Sociological Research Methods in Education

An introduction to basic research methods appropriate for teachers and other students of sociology in education. General consideration will be given to technical problems with emphasis on the underlying research process and its practical implications for schools.
Staff

EDT1962 H Sociological Survey Research Methods in Education

A review of survey research techniques and design. Statistics and data analysis

are covered. The course will emphasize analysis of quantitative data.
Staff

EDT1970 H Sociological Theory in Education

A review of sociological theory with particular reference to historical sociological theory and its implications for studies in the sociology of education.
Staff

EDT1971 H Reproductive Technologies and Education

This course will briefly explore the social history of biological/human reproduction and focus on the recent developments in the new reproductive technologies. Particular attention will be paid to the social aspects of the new technologies and arrangements (such as the commercialization and industrialization of human reproduction, and judicial interventions in pregnancies and deliveries) and to the consequences of these developments for education, women, men, children, and society at large.
M. Eichler

EDT1972 H Education and the Sociology of Women and Gender Relations

The core course of the feminist focus introduces a range of thinking and methods in feminist thought relevant to sociology. It will focus on the development of feminist theory and practice that are central to feminism as it is taught in this department.
R. R. Pierson

EDT1972 H L'éducation et la sociologie de la femme et des rapports entre les sexes

Ce cours traite des rapports sociaux actuels entre les femmes et les hommes, au foyer, au travail et au sein des institutions éducationnelles, selon les thèmes suivants : la socialisation aux rôles déterminées par le sexe, les inégalités d'emploie, les études comparatives portant sur la socialisation de l'enfant et l'impact du féminisme sur la théorie et la pratique éducationnelles et sociologiques. Ces thèmes pourront toutefois varier selon le professeur.
Membre de la faculté à déterminer

EDT1973 H Women and the Educational System

This course examines the impact of the changing situation of women in society on educational processes and curriculum. Among topics covered are gender, biography, and educational experience; patterns of educational access and achievement; gender as an organizing principle in school and classroom practices and peer relations; teachers' careers; women's studies; feminist agendas and strategies for change.
S. Acker

EDT1975 H Gender and Historical Sociology

This course will introduce students to a variety of approaches to sociological historical investigation and to debates surrounding the impact of postmodern concepts, the shift from women's history to gender history, and the extent to which gender has or has not been studied as mutually constitutive of the categories of class, race, sex, and sexuality.
R. R. Pierson

EDT1976 H Non-sexist Approaches to Stratification

This course starts with a critique of major theories of stratification in terms of their inability to adequately deal with women. Other problems are identified and examined as well. Older as well as the most recent feminist critiques of stratification theories are considered, and the proposed solutions are critically examined. Finally, the course will identify elements necessary for developing a non-sexist theory of stratification.
Staff

EDT1979 H Modernization, Development, and Education in African Contexts

An exploration of the issue of modernization and development in African contexts and the impact on education and educational reforms. It examines various theoretical conceptions of the socioeconomic development process and the role of formal and popular educational programs within that process. There is a special emphasis on the impact of the World Bank's structural adjustment programs on Africa's educational reforms. Among the specific topics covered are social aspects of political and economic development, social stratification and cultural pluralism, problems of national identity, political ideology, and the growth of nationalism, as well as ecological questions of peace, cooperation, and social justice.
G. J. S. Dei

EDT1981 H Inequality, Employment Equity, and Educational Systems

Access to educational and employment opportunities continues to be characterized by structural inequity with considerable evidence of negative impacts for women, members of racial/ethnic minorities, and persons with disabilities. With the passing into law of Bill C-62, the Employment Equity Act, Canada enters the era of mandatory employment equity or affirmative action. This course will examine various implications of this new direction in public policy and analyse related patterns of social, economic, and educational change.
E. B. Harvey

EDT1984 H Special Topics in Sociological Research in Education

Courses that will examine in depth topics of particular relevance not already covered in regular course offerings in the department. The topics will be announced and described in the schedule of courses.
Staff

EDT1987 H Health, Illness, and Knowledge of the Body: Education and Self-Learning Processes

This course begins by interrogating the rise of scientific medicine in a social, political, and economic context, and explores different conceptions of health and illness. The emphasis is on how the body, diseases, and health are understood in contemporary Western medicine and in Eastern medical tradition, focusing on traditional Chinese medicine. The course takes an experiential approach (by means of physical exercises) in addition to the use of textual materials.
R. Ng

EDT1990 H Qualitative Approaches to Sociological Research in Education

This course will provide practical training in qualitative sociological research in education. Stages of qualitative research (such as identifying a topic, organizing projects and writing proposals, gaining access, collecting data by in-depth interviews and participant observation, using documents, analysing data, and writing reports) will be covered. Students will do a small project using techniques of interviewing and participant observation. Issues such as ethics, working with school boards and other agencies, and feminist research will also be raised. The course is most suitable for students who have some background in sociology but who have not previously conducted ethnographic or other forms of qualitative research.
J. L. Heap

EDT1996 H Social Relations of Cultural Production in Education

This course will analyse how cultural meanings are produced, interpreted, legitimated, and accepted and/or rejected in educational settings, including but not limited to schools. Critical perspectives from feminism, Marxism, and poststructuralism will be explored to consider how culture has been inves-

tigated and taken up in/through sociology, cultural studies, and studies of education and schooling.
K. Dehli

EDT3903 H Language and Social Difference in Education: Comparative Perspectives

The purpose is to examine the ways in which education is bound up with ideologies of language and social difference in specific political contexts. While the focus is on race and ethnic relations, also examine is how these intersect with questions of gender and class.
M. Heller

EDT3911 H Planned Educational Change: Intervention Theories and Methodologies

This course examines the problems and factors related to the implementation of educational and social programs. Implementation is also studied in terms of its relationship to planning, including strategies and techniques for bringing about educational change. Each member of the class is expected to become involved in some particular practical problem of educational change of his or her choosing as an experience to increase awareness and apply skills in dealing with real change situations.
Staff

EDT3927 H Issues in Education, Deviance, and Legitimacy

A seminar designed to explore and integrate contemporary theoretical issues (in reference to schooling and delinquency) derived from current debates in criminology: state theory comparing educational and justice systems; neo-Marxist sociology of law; feminist critiques of traditional criminology and delinquency research; etc. The impact of the structuring of discourse, ideology, and subjectivity upon legitimacy through cultural (media), schooling, and legal systems will be examined.
Staff

EDT3928 H Studies in the Social Organization of Knowledge

This course addresses basic issues in the problem of social order from a social organization of knowledge standpoint, with particular attention to the methodological and theoretical resources of ethnomethodology, phenomenology, hermeneutics, and ordinary language philosophy. Topics will change from year to year, but may include differences between the natural and the human sciences; the nature of rules; the conceptions of context; conceptions of culture; civility and morality in interaction; analytic-hermeneutic vs. cognitive models of the actor; etc.
J. L. Heap

EDT3930 H Innovations in Education: A Comparative Analysis

This course uses data from a variety of societies—both "developed" and "developing"—to identify factors that may influence the success of large-scale educational change efforts. A wide variety of types of reforms, in very different sociopolitical settings, are considered. The objective is to develop an extensive taxonomy of social, economic, cultural, political, and administrative factors that may have to be considered in planning, or predicting the outcome of, any particular large-scale educational change effort. The nations considered vary somewhat from year to year, but typically include France, Germany, England, the Soviet Union, Peru, Chile, Cuba, China, and Japan.
J. P. Farrell

EDT3933 H Postmodern Presentations of Culture

This course examines postmodern presentations of culture in current social life, primarily through an examination of a series of feature-length films. The mode of inquiry in the course focuses upon the viewer's response to the structure of a film. The study of the postmodern will be conducted through

poststructural thinking in the human sciences and through phenomenology and hermeneutics. Seminar meetings will be devoted to discovering postmodern interpretive processes within culture and consciousness. Features of the postmodern to be examined include: the loss of the unified self, the significance of history and memory, decentred social life, and the awareness of the presence of nihilism within social life and human existence.
R. Silvers

EDT3934 H Analysing Classroom Discourse

This course will consider models of discourse processing as they can be made to apply to classroom interaction. The aim of the course is to recover how (what counts as) knowledge in the classroom is socially organized through, and in, discourse. Particular attention will be paid to conversation analysis.
J. L. Heap

EDT3935 H Revolutionary Movements and Education

A critical analysis of current and historical revolutionary movements with particular attention to their educational programs. The social composition, dominant interpretations of social conditions, objectives, strategies, and actual accomplishments of such movements will be compared. Particular attention will be given to the educational features of social movements in the current "transitional" societies (e.g., Poland, Cuba, China, Guinea-Bissau, Nicaragua) and those in advanced capitalist societies such as Canada, the U.S.A., France, and Italy.
Staff

EDT3940 H Comparative Societies: Economic Change, the State, and Schooling

A comparative study of modes of production, modes of government, and modes of education and of their interrelations. Pre-capitalist, capitalist, and socialist modes will be distinguished and characteristic relations between economic, political, and educational activities postulated. Case-study materials will examine these relationships in various social formations. Particular emphasis will be placed on relations between economic conditions, types of states and regimes, and forms of schooling in current core capitalist, peripheral capitalist, and transitional socialist societies.
D. W. Livingstone

EDT3952 H Individual Reading and Research in Sociology in Education: Doctoral Level

Description as for 1952.

EDT3953 H Canadian Political Economy and Education

This course will deal with factors of capitalist development of the Canadian economy, uneven regional development, the nature of the Canadian state, Canada's place in the modern world economy, and Canadian class formations, in terms of their shaping of our educational systems. The educational implications of such topics as the economic roles of Canadian women, the cultural impact of the U.S.A., and Quebec nationalism may also be considered. Students will be expected to conduct a case study dealing with the limits of educational reform in Canada.
D. W. Livingstone

EDT3960 H Advanced Issues in Sociological Research Methods in Education

This course focuses on the uses and techniques of sociological methods in actual research projects and problems. The course will blend both quantitative and qualitative methods and discuss their relevance to theory, interpretation, and philosophy of science. It will be especially appropriate for students undertaking doctoral work. Students

will be expected to discuss in class their own research problems. The class will consider the strengths and pitfalls of alternative research approaches and the data they generate.
D. E. Smith

EDT3970 H Advanced Sociological Theory in Education

The course reviews a series of selected frameworks examining the issue of how theory may be applied. The work will try to draw upon and expand the student's use of working theory to the development of future work, especially as it might relate to thesis work.
D. E. Smith

EDT3972 H Advanced Research Seminar on Feminist Theory, Methodology, and Education

This course begins with an examination of feminist critique of the disciplines, and an exploration of whether there is a feminist method. It then examines concrete samples of work using a feminist approach, and the research problems associated with such an approach. Students conducting feminist research (however defined) are encouraged to use this course to work through some of their research problems.
Prerequisite: 1972, 1973, or permission of instructor.
M. Eichler

EDT3975 H Feminism and Poststructuralism in Education

This course will survey feminist debates about the relevancies, uses, and dangers of poststructuralist critique and theory for feminism. The intention is to provide critical analyses of key assumptions and strategies of poststructuralism and to consider whether these are compatible with feminism. Detailed consideration will be given to the implications of poststructuralism for feminist sociology in education and feminist pedagogical practice.
Prerequisite: 1972, 1973, or permission of instructor.
K. Dehli

EDT3980 H Research Seminar: Practical Problems in Advanced Sociological Research in Education

For students and faculty actively engaged in research to explore theoretical and methodological issues involved in formulating, conducting, and utilizing the findings of dissertation and similar research. Case materials will be presented by faculty and students for critical assessment from different research orientations, and attention will be given to the practical problems encountered in the course of doctoral-level research and dissemination of results. The course will be offered in sections articulated to expressed student interest.
D. E. Smith

EDT3984 H Special Topics in Advanced Sociological Research in Education

Description as for 1984, but at the doctoral level.
Staff

EDT3995 H Applied Sociology of State Formation and Educational Policy

This course will situate policy-making in relation to the educational features of state formation, within a broad framework of historical sociology. Actual policy texts as well as theoretical and empirical studies of relevance to students' research interests will be analysed.
K. Dehli

Note: The following courses might also be of special interest to students in Sociology in Education:

Adult Education
1136H Political Economy of Adult Education
1139H Introduction to Comparative, International, and Development Education (acceptable for credit in Sociology in Education)
1148H An Introduction to Workplace and Organizational Democracy

Higher Education
3806H Case Studies in Comparative Higher Education

History and Philosophy of Education
1418H The Role of Education in Theories of Women's Emancipation: I
1436H Modernity and Postmodernity in Social Thought and Education
3418H The Role of Education in Theories of Women's Emancipation: II
3447H Critical Theory as a Theory of Modernity and Education: I

ACADEMIC STAFF

(as of July 1, 1995)

Abbey, David S.,† Applied Psychology
Abbey-Livingstone, Diane,* Adult Education
Acker, Sandra, Sociology in Education
Aitken, Johan L., Curriculum
Alexander, William E., Adult Education
Allen, J. Patrick B., Curriculum
Alvi, Sabir A., Applied Psychology
Anderson, Steve,* Curriculum
Astington, Janet W., Applied Psychology
Beattie, Mary,* Curriculum
Beatty, David J. F.,* Adult Education
Beck, Clive M., History and Philosophy of Education
Begley, Paul T., Educational Administration
Bereiter, Carl, Applied Psychology
Biemiller, Andrew J., Applied Psychology
Bogdan, Deanne, History and Philosophy of Education
Booth, David, Curriculum
Boyd, Dwight R., History and Philosophy of Education
Brehaut, Willard,† Higher Education
Brison, David W.,† Applied Psychology
Brown, Alan F.,† Educational Administration
Brundage, Donald H.,† Adult Education
Burnaby, Barbara J., Adult Education
Burns, George E., Sociology in Education
Burrill, Donald F.,† Curriculum
Byrne, Niall P., Higher Education
Caplan, Paula J., Applied Psychology
Carlow, Chester D.,† Curriculum
Cassie, J. R. Bruce, Applied Psychology
Christensen, Clifford M.,† Applied Psychology
Churchill, Stacy, Curriculum
Cleave-Hogg, Doreen,* Higher Education
Cohen, Rina S., Curriculum
Cohen, Robert,* Higher Education
Cole, Ardra, Applied Psychology
Cole, Ester,* Applied Psychology
Connelly, F. Michael, Curriculum
Corson, David J., Educational Administration
Courtney, Richard,† Curriculum
Cumming, Alister, Curriculum
Cummins, James P., Curriculum
Danesi, Marcel, Curriculum
Darroch-Lozowski, Vivian, Applied Psychology
Davie, Lynn E., Curriculum
Davis, John E., Educational Administration
Dehli, Kari, Sociology in Education
Dei, George J. S., Sociology in Education
Diamond, C. T. Patrick, Curriculum
Draper, James A., Adult Education
Eagle, Morris N., Applied Psychology
Eichler, Margrit, Sociology in Education
Eisenberg, John A., History and Philosophy of Education
Ellis, M. Dormer,† Adult Education
Evans, Peter J.,† Curriculum
Farrell, Joseph P., Adult Education
Feuerverger, Grace, Curriculum
Fisher-Brillinger, Margaret,* Adult Education
Frenette, Normand J., Curriculum
Fullan, Michael, Sociology in Education
Gamlin, Peter, Applied Psychology
Garber, Malcolm,† Applied Psychology
Geis, George L., Higher Education
Gelcer, Esther,* Applied Psychology
Gérin-Lajoie, Diane, Curriculum
Geva, Esther, Applied Psychology
Griffin, Virginia R.,† Adult Education
Guttman, Mary Alice, Applied Psychology
Haché, Denis, Curriculum
Hall, Budd L., Adult Education
Hanna, Gila, Curriculum
Hannay, Lynne, Curriculum
Hargreaves, Andrew, Educational Administration
Harley, Birgit, Curriculum
Harvey, Edward B., Sociology in Education
Hayhoe, Ruth E. S., Higher Education
Heap, James L., Sociology in Education
Heller, Monica, Sociology in Education

Henderson, Kent,† Applied Psychology
Hickcox, Edward S., Educational Administration
Hidi, Suzanne E., Curriculum
Hildyard, Angela, Higher Education
Hodson, Derek, Curriculum
Holland, John W.,† Higher Education
Holmes, Mark,† Educational Administration
House, John H.,† Educational Administration
Humphreys, Edward H.,† Educational Administration
Humphries, Thomas W.,* Applied Psychology
Hunt, David, Applied Psychology
Ironside, Diana J.,† Adult Education
Jones, Glen, Higher Education
Jordan, Anne,Curriculum
Josefowitz, Nina,* Applied Psychology
Keating, Daniel, Applied Psychology
Kershner, John R.,† Applied Psychology
Khan, Sar B.,† Curriculum
Kilbourn, Brent S., Curriculum
Konstantareas, Mary,* Applied Psychology
Kruger, Arthur M., Educational Administration, Higher Education
Labrie, Normand, Curriculum
Laiken, Marilyn, Adult Education
Lam, Tony C. M., Curriculum
Lang, Daniel W.,* Higher Education
Lapkin, Sharon, Curriculum
Lawton, Stephen B., Educational Administration
Lee, Patrick,* Applied Psychology
Leithwood, Kenneth A., Educational Administration
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Lindsay, Peter, Applied Psychology
Livingstone, David W., Sociology in Education
Logan, Robert K., Curriculum
MacIntyre, Robert B.,† Applied Psychology
Marcovitch, Sharon,* Applied Psychology
Mathews, Frederick,* Applied Psychology
Mayer, Hanna,* Adult Education
McDiarmid, Garnet L.,† Curriculum
McLean, Leslie D., Curriculum
McLean, Robert S., Curriculum
McLean, Ruth W.,* Adult Education
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Miezitis, Solveiga, Applied Psychology
Miles, Angela R., Adult Education
Miller, Jack, Curriculum
Misgeld, Dieter, History and Philosophy of Education
Morgan, Robert J., Curriculum
Morris, Mary,* Applied Psychology
Musella, Donald F.,† Educational Administration
Musselman, Carol R., Applied Psychology
Nagy, G. Philip, Curriculum
Ng, Roxana, Sociology in Education
Nishisato, Shizuhiko, Curriculum
Norman, Geoffrey, Higher Education
Oatley, Keith, Applied Psychology
Olivier, William P., Curriculum
Olsen, E. Christopher, History and Philosophy of Education
Olson, C. Paul, Sociology in Education
Olson, David R., Applied Psychology
Padro, Susan, Educational Administration
Pass, Larry E.,† Applied Psychology
Philipp, Rudolph L.,* Applied Psychology
Pierson, Ruth Roach, History and Philosophy of Education
Piran, Niva, Applied Psychology
Pitman, Walter G.,† Adult Education
Pollock, Nathan,* Applied Psychology
Prentice, Alison, History and Philosophy of Education
Quarter, Jack, Adult Education
Quazi, Saeed, Higher Education
Ragsdale, Ronald G.,† Curriculum
Rainsberry, Frederick B.,† Curriculum
Raphael, Dennis,* Applied Psychology
Razack, Sherene H., Adult Education
Regan, Ellen M.,† Applied Psychology
Rideout, E. Brock,† Educational Administration

Rivera, Margo,* Applied Psychology
Robinson, Floyd G.,† Curriculum
Rockhill, Kathleen, Adult Education
Ross, John A., Curriculum
Rothman, Arthur I.,* Higher Education
Rothstein, Marsha,* Applied Psychology
Russell, H. Howard,† Curriculum
Rutledge, Donald,* Curriculum
Ryan, James J., Educational Administration
Scardamalia, Marlene, Curriculum
Schneider, Barry, Applied Psychology
Schneider, Margaret S., Applied Psychology
Selby, David,Curriculum
Seller, Wayne, Curriculum
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Shipe, Dorothy,† Applied Psychology
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Silverman, Harry,† Applied Psychology
Silvers, Ronald, Sociology in Education
Simon, Roger I., Curriculum
Skinner, Harvey A.,* Curriculum
Skolnik, Michael L., Higher Education
Smith, Dorothy E., Sociology in Education
Smyth, Elizabeth M., Curriculum
Stanovich, Keith E., Applied Psychology
Stermac, Lana, Applied Psychology
Sullivan, Edmund V., Curriculum
Swain, Merrill K., Curriculum
Szekely, Eva,* Applied Psychology
Thiessen, Dennis,* Curriculum
Thomas, Alan M.,† Adult Education
Tiberius, Richard G.,* Higher Education
Tough, Allen M., Adult Education
Townsend, Richard G., Educational Administration
Tracz, George S.,† Curriculum
Traub, Ross E., Curriculum
Troper, Harold M., History and Philosophy of Education
Vigoda, Debby,* Adult Education
Wahlstrom, Merlin W., Curriculum
Warner, Ronald E.,* Applied Psychology
Watson, Cicely,† Higher Education
Waxer, Peter,* Applied Psychology
Weininger, Otto, Applied Psychology
Weiser, John C.,† Applied Psychology
Weiss, Joel, Curriculum
Wells, C. Gordon, Curriculum
Wiener, Judith, Applied Psychology
Wignall, Rouleen, Educational Administration
Wilkinson, Joyce A., Curriculum
Willows, Dale M., Applied Psychology
Wilson, David N., Adult Education
Wine, Jeri D.,† Applied Psychology
Wolfe, Richard G., Curriculum
Wolfgang, Aaron,† Applied Psychology
Woodill, Gary,* Applied Psychology
Woolner, Paul,* Adult Education
Zuker, Marvin A.,Educational Administration

* Associates
† Professors emeriti

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INQUIRIES

Please address inquiries concerning graduate studies in education to:

Office of Graduate Studies
The Ontario Institute for Studies in Education
252 Bloor Street West
Toronto, Ontario, Canada M5S 1V6

Telephone: (416) 923-6641
Telephone: TDD (416) 926-4760 Graduate Studies
Fax: (416) 323-9964 Graduate Studies
Internet: gradstudy@oise.on.ca
Fax: (416) 926-4725
Cable address: OISETOR

ISE Bulletin

996/97

raduate Degrees in Education
niversity of Toronto/
he Ontario Institute for Studies in Education

OISE Bulletin

1996/97

Graduate Degrees in Education
University of Toronto/ The Ontario Institute for Studies in Education

On July 1, 1996, the Ontario Institute for Studies in Education (OISE) and the Faculty of Education, University of Toronto, including the Institute of Child Study Laboratory School and the University of Toronto Schools, will be integrated to form a new University of Toronto faculty of education called OISE/UT.

OISE/UT is committed to the study of education and matters related to education in a societal context in which learning is a lifelong activity. Its mission emphasizes equity and access and the improvement of the educational experiences of people of all age levels and backgrounds. It includes partnerships with others to address a wide array of problems, drawing upon the insights of academic disciplines and professional perspectives. OISE/UT is dedicated to providing leadership in graduate studies, pre-service and in-service teacher education, and research and field development in education within and outside the province of Ontario.

All inquiries should be addressed to the Registrar,
Ontario Institute for Studies in Education,
252 Bloor Street West,
Toronto, Ontario, Canada M5S 1V6

1. The Bulletin of the Institute is published some months before the opening of the Session. Staff, programs, courses, regulations, grading policies, and dates are expected to be as announced. At time of publication, the University of Toronto 1996/97 fees schedule has not yet been established; the amounts quoted in the fees section are from 1995/96 and are expected to increase in 1996/97.

2. The Institute reserves the right to change policies and curriculum as well as any of the rules and regulations published in this Bulletin. In order to properly exercise its educational responsibility, the Institute may also change its grading policies from time to time. All such changes are effective at such times as the proper authorities determine, and may apply not only to prospective students but also to those who are already enrolled at the Institute.

3. Applications/Admissions:

(a) The deadline for submitting application forms is January 15, 1996, for the 1996/97 Winter Session. While applications will be received after this date, no guarantee of admission to either degree programs or courses can be made.

(b) The Graduate Department of Education cannot undertake to recommend for admission to the School of Graduate Studies every applicant who meets the minimal admission requirements.

4. The Institute reserves the right to limit the number of registrants in any course of instruction offered in circumstances where the number of qualified applicants for a course exceeds the teaching resources available to the faculty.

5. All graduate degree programs are subject to the academic regulations of the University of Toronto School of Graduate Studies. Consult the School of Graduate Studies Calendar.

6. Veuillez noter que l'Institut n'offre que quelques cours en français sur le campus. Il est très peu probable que l'on puisse poursuivre un programme d'études entièrement en français sur le campus ; toutefois, le bureau de la formation à distance offre présentement un programme d'études en français. Prière de consulter la page 59 pour plus de renseignements sur ce programme.

Notice of Collection of Information and Disclosure*

In accordance with Section 39(2) of the Freedom of Information and Protection of Privacy Act in the Province of Ontario, you are hereby notified that the personal information relating to you is being collected for the proper administration of graduate degree programs and academic records, and statistical purposes of the Ontario Institute for Studies in Education, and in accordance with Section 42, authorizes the Institute to disclose such information for the purposes of conducting the business of the Institute as it relates to graduate programs, determining academic performance and eligibility for scholarships, grants and loans to any educational institution, the Federal Government and its collection agencies, other ministries of the Ontario Government, other educational authorities both inside and outside the Province of Ontario, and financial institutions with which you may have a student loan. This information is collected under the legal authority of the Ontario Institute for Studies in Education Act, R.S.O. 1980, c.341. Questions about this collection should be directed to the Assistant Director (Academic), Office of the Assistant Director (Academic), Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto M5S 1V6 (telephone: 416-923-6641).

*Effective July 1, 1996, the Institute will be governed by the University of Toronto's Policy on Access to Student Academic Records rather than by the provisions of the Freedom of Information and Protection of Privacy Act.

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This publication is printed on recycled paper in vegetable ink.

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1996

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Lectures for the second term of the Winter Session begin

JANUARY 10
Final date for registration for students beginning their programs in second term. After this date a late registration fee will be assessed

JANUARY 15
Balance of required fees due without further notice

JANUARY 15
Final date for submitting application forms, together with all pertinent documentation, for admission to degree programs commencing in the 1996 Summer Session or the 1996/97 Winter Session. While applications will be received after this date, no guarantee of possible admission to either degree programs or courses can be made.

JANUARY 15
Final date for receipt of applications for a 1996/97 Winter Session Graduate Assistantship (for full-time study only)

JANUARY 19
Grade submission date for 1995/96 first term courses. (Grades will be mailed to students in mid-February)

JANUARY 19
Final deadline for SDF designation for 1995 Summer Session courses to be changed to a regular grade or a failure

JANUARY 19*
Final date for students who hold dual registration as candidates for both M.A. and Ph.D. degrees to be recommended for the master's degree if they are to receive Ph.D. residence credit for the year

JANUARY 19*
Final date for submitting appropriate documentation for M.A. and M.Ed. degrees to be conferred in absentia at the March meeting of the Governing Council

JANUARY 19
Final date for registration for students beginning programs in second term

JANUARY 19
Final date for adding second term courses

JANUARY 31†
Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred in absentia at the March meeting of the Governing Council

FEBRUARY 23
Final date for withdrawing from second term and full year courses without academic penalty

MARCH 1
Pre-enrolment forms for Summer Session and Winter Session for continuing students will be mailed at this time

MARCH 11–15
Midwinter break in the Ontario school system (no OISE classes scheduled)

APRIL 1
Deadline for formation of M.A., Ed.D., and Ph.D. thesis committees

APRIL 5
Good Friday (offices closed)

APRIL 8
Easter Monday (offices closed)

APRIL 12
Last day of lectures, Winter Session

APRIL 13
Continuing students should pre-enrol in courses for both Summer Session and Winter Session (first and second term) prior to this date. Maximum enrolment may be reached in some courses well before it

APRIL 19*
Final date for submitting recommendations for M.A. and M.Ed. degrees to be awarded at Spring Convocation

APRIL 26†
Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at Spring Convocation

MAY 17
Grade submission date for 1995/96 second term and full year courses. (Second term and full year course grades will be mailed to students in mid-June)

MAY 17
Final deadline for SDF designation for 1995/96 first term courses to be changed to a regular grade or a failure

MAY 20
Victoria Day (offices closed)

JUNE
Spring Convocation (to be announced)

JULY 1
Canada Day (offices closed)

JULY 2–3
Summer Session registration

JULY 2
First day of lectures, Summer Session

JULY 15
Deadline for course changes in Summer Session

AUGUST 5
Civic Holiday (offices closed, classes rescheduled)

AUGUST 9
Last day of lectures, Summer Session

SEPTEMBER 2
Labour Day (offices closed)

SEPTEMBER 9–12
Winter Session registration: for full-time students, 10 a.m.–12 noon and 2 p.m.–3 p.m.; for part-time students, 3:30 p.m.–5:30 p.m.

SEPTEMBER 9
Lectures begin

SEPTEMBER 13
After this date a late registration fee will be assessed

SEPTEMBER 16*
Final date for submitting appropriate documentation for M.A. and M.Ed. degrees to be awarded at Fall Convocation

SEPTEMBER 30
Grade submission date for 1996 Summer Session courses. (Grades will be mailed to students toward the end of October)

SEPTEMBER 30
Final deadline for SDF designation for 1995/96 second term and full year courses to be changed to a regular grade or a failure

OCTOBER 4
Final date for Ph.D. candidates in the ultimate year of required residence to submit thesis title and supervisor

OCTOBER 4†
Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at Fall Convocation

OCTOBER 4
Final date for adding first term and full year courses

OCTOBER 4
Fees: If Winter Session fees remain unpaid by this date, students will be considered as having withdrawn

OCTOBER 14
Thanksgiving Day (offices closed, classes rescheduled)

NOVEMBER
Fall Convocation (to be announced)

NOVEMBER 1
Final date for withdrawing from first term courses without academic penalty

DECEMBER 6
Last day of lectures of first term courses

1997

JANUARY 6
Lectures for the second term of the Winter Session begin

JANUARY 8
Final date for registration for students beginning their programs in second term. After this date a late registration fee will be assessed

JANUARY 15
Balance of required fees due without further notice

JANUARY 15
Final date for submitting application forms, together with all pertinent documentation, for admission to degree programs commencing in the 1997 Summer Session or the 1997/98 Winter Session. While applications will be received after this date, no guarantee of possible admission to either degree programs or courses can be made

JANUARY 15
Final date for receipt of applications for a 1997/98 Winter Session Graduate Assistantship (for full-time study only)

JANUARY 17*
Final date for students who hold dual registration as candidates for both M.A. and Ph.D. degrees to be recommended for the master's degree if they are to receive Ph.D. residence credit for the year

JANUARY 17*
Final date for submitting appropriate documentation for M.A. and M.Ed. degrees to be conferred in absentia at the March meeting of the Governing Council

JANUARY 20
Final date for registration for students beginning programs in second term

JANUARY 20
Final date for adding second term courses

JANUARY 20
Grade submission date for 1996/97 first term courses. (Grades will be mailed to students in mid-February)

JANUARY 20
Final deadline for SDF designation for 1996 Summer Session courses to be changed to a regular grade or a failure

JANUARY 31†
Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred in absentia at the March meeting of the Governing Council

FEBRUARY 21
Final date for withdrawing from second term and full year courses without academic penalty

MARCH 1
Pre-enrolment forms for Summer Session and Winter Session for continuing students will be mailed at this time

MARCH 10–14
Midwinter break in the Ontario school system (no OISE classes scheduled)

MARCH 28
Good Friday (offices closed)

MARCH 31
Easter Monday (offices closed)

APRIL 1
Deadline for formation of M.A., Ed.D., and Ph.D. thesis committees

APRIL 11
Last day of lectures, Winter Session

APRIL 13
Continuing students should pre-enrol in courses for both Summer Session and Winter Session (first and second term) prior to this date. Maximum enrolment may be reached in some courses well before it

APRIL 18*
Final date for submitting appropriate documentation for M.A. and M.Ed. degrees to be awarded at Spring Convocation

APRIL 25†
Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at Spring Convocation

MAY 16
Grade submission date for 1995/96 second term and full year courses. (Second term and full year course grades will be mailed to students in mid-June)

MAY 16
Final deadline for SDF designation for 1995/96 first term courses to be changed to a regular grade or a failure

MAY 19
Victoria Day (offices closed)

JUNE
Spring Convocation (to be announced)

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* The information must be submitted to the Office of Graduate Studies, OISE, by this date, which precedes the School of Graduate Studies' final date, to allow for processing and forwarding the necessary documentation.

† Arrangements must be made through the Office of Graduate Studies, OISE, at least seven working weeks before this date for Ed.D. and Ph.D. candidates.

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

OISE was established in 1965 by a special act of the Ontario legislature to provide graduate level programs, to conduct research and disseminate its findings, and to engage in field development activities in education.

The OISE building is situated in the centre of Toronto adjacent to the campus of the University of Toronto. Toronto is a multicultural city with a metropolitan population of nearly three million people.

On July 1, 1996, OISE will be integrated with the Faculty of Education of the University of Toronto to form a new faculty within the university called OISE/UT. As the graduate department of education in Canada's largest university, OISE provides most of the master's-level and nearly all of the doctoral programs in education in the province.

OISE is also a major centre of educational research and development in Canada. The integration of pre-service teacher education and in-service teacher development with graduate studies, research, and field development in education provides a unique setting for faculty, professional research staff, and students to address significant educational problems and issues.

OISE offers graduate programs leading to M.Ed., M.A., Ed.D., and Ph.D. degrees through its academic departments. Most courses are offered on campus, but some (about 25 per year) are offered through OISE's Field Centres or by distance education modes of delivery.

Although OISE administers all admission procedures, program regulations, financial awards, and degree requirements, its admission and programs are subject to the regulations of the University's School of Graduate Studies; graduating students receive University of Toronto degrees.

OISE conducts major research and development projects through its Internal Research Centres, its departments, and its Field Centres located across the province. In addition to its faculty complement of about 125, OISE has a professional research staff to assist in carrying out its research and development mandate.

The Institute provides extensive resources for educational research and graduate studies. The R. W. B. Jackson Library holds the most extensive research collection in education in Canada. In addition, special resource collections are located in the Modern Language Centre and the Centre for Women's Studies in Education. Students also have access to the university's libraries, including the Robarts Library, which houses one of the largest humanities and social sciences research collections in North America. Other collections and research reports can be accessed electronically.

The Institute also has a central computer facility and provides training and assistance to students in computer use.

OISE currently has an enrolment of approximately 1500 master's and over 900 doctoral students at various stages in their programs. Approximately 900 are engaged in full-time study; about four per cent of these are international students. OISE's students come from a wide variety of backgrounds in public and private education at the elementary, secondary, and postsecondary levels of the system; many also come from the health and social services professions and from nongovernmental organizations. Seventy-three per cent of our students are women. OISE graduates hold faculty and administrative positions in universities and other organizations across Canada and throughout the world.

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(until July 1, 1996)

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THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION AT THE UNIVERSITY OF TORONTO (OISE/UT)

Michael Fullan, Ph.D.
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THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION*

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Malcolm A. Levin, Ed.D.
Assistant Director (Academic) and Chairperson, University of Toronto Graduate Department of Education

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Centre de recherches en éducation du Nouvel-Ontario

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*Appointments effective to July 1, 1996

APPLICATION FOR ADMISSION

The Ontario Institute for Studies in Education conducts, within the School of Graduate Studies of the University of Toronto, programs leading to the graduate degrees of Master of Education, Master of Arts, Doctor of Education, and Doctor of Philosophy. Members of the academic staff of the Institute, together with some cross-appointees from various divisions of the University, constitute the Graduate Department of Education of the School of Graduate Studies. Students are registered, through this Department, in the School of Graduate Studies of the University of Toronto.

Note that graduate degrees in education at OISE do not constitute certification for teaching in Ontario.

Admission procedures deal with the question of whether or not an applicant may be admitted to a particular degree program, and under what conditions. Registration refers to procedures at the opening of a session, including payment of fees, enrolment in particular courses, etc. The sequence of steps involved in admission and registration is detailed below. The general requirements are to be found in the section entitled "General Requirements for Admission and Degrees."

M.ED., M.A., ED.D., AND PH.D. APPLICANTS

1. For information and application forms, write directly to:

Admissions
Office of Graduate Studies, OISE
252 Bloor Street West
Toronto, Ontario M5S 1V6

All applicants must complete an application form, clearly indicating the OISE department and degree applied for, and return it to the above address.

Applicants to all departments should carefully review the specializations within departments and clearly indicate on the application materials (form B#3) the specialization they wish to pursue.

Documentation submitted to the Office of Graduate Studies cannot be returned to the applicant.

2. The application package is self-administered. You must assemble all relevant documentation. Read all of the following instructions carefully. Note that the transcripts and letters of reference that you receive in a sealed envelope are confidential and not to be opened.

(a) *Transcripts and academic records*
Three official transcripts of your academic record from each university attended are required for admission (exception: University of Toronto students —see below). Applicants who attended universities outside North America should note that notarized English translations must accompany all foreign documentation not written in English. It is your responsibility to arrange for transcripts to be forwarded to your attention in the transcript envelope(s)

provided. The transcripts that you receive in sealed envelopes are confidential and *not to be opened.* Some institutions will not provide you with transcripts in sealed envelopes. In this case, official transcripts should be sent directly from the issuing institution to Admissions, Office of Graduate Studies, OISE, at the address above. Note that Fax records are not considered official.

Applicants from the University of Toronto do not need to provide the academic record of their study if they were registered for the first time in the Faculty of Arts and Science (including Erindale College), the faculty of Applied Science and Engineering, or Scarborough College in the summer of 1988 or later.

(b) *Application fee*
If you have not previously been registered in the School of Graduate Studies, you must submit a *non-refundable* application fee of $60 (Canadian) with your application. Indicate your name and application number on your payment. The fee must be remitted by certified cheque, money order, or bank draft payable to the University of Toronto. Canadian funds drawn on a Canadian bank or U.S. funds drawn on a U.S. bank are acceptable. Do not send cash in the mail. If you cannot obtain Canadian or U.S. funds, you must wire your fee directly to:

Canadian Imperial Bank of
Commerce
International Division
Main Branch, Commerce Court
Toronto, Canada M5L 1G9

No admission decision will be mailed to you until the application fee is paid.

(c) *Teacher education, certification, and experience*
Where applicable, three copies of documents attesting to teacher education, teacher certification, and experience are required.

(d) *Letters of reference*
Two letters of reference are required: one from a university instructor with whom you have studied; the other from a referee who is familiar with your professional work and promise. (Applicants to the M.A. and doctoral programs in the Department of Sociology in Education should note that all letters of reference must be from professors with whom they have studied or worked.) Forms entitled "Letter to Support Application for Admission" are enclosed with the application package. Instruct each referee to enclose the letter in the envelope provided, seal and sign the envelope on the back, and forward it to your attention. *Do not open it.*

(e) *Résumé and statement of intent*
You must submit two copies of a résumé (maximum four pages) and a statement of study interests, career goals, and reasons for seeking admission. The résumé should include:
—employment history (most recent first), including name and location of organization, job title, position responsibilities, and dates employed (please indicate full-time and part-time employment);
—education, including studies in progress;
—academic, business, or professional awards and achievements;
—community and professional activities;
—special skills

Applicants to the Department of Curriculum must submit a "statement of purpose" in keeping with the requirements outlined in the Curriculum section. Applicants to the Department of Sociology in Education must submit a sample of written work.

(f) *English language testing*
You must demonstrate your facility in the English language if your primary language is not English and you graduated from a non-Canadian university where the language of instruction and examination was not English. In order to have your application considered, this requirement must be met at the time you submit your application. One of the following tests must be taken:

Test of English as a Foreign Language (TOEFL)
Educational Testing Service
P.O. Box 6151
Princeton, New Jersey
08541-6151, U.S.A.

The TOEFL examination must include a Test of Written English (TWE). A TOEFL score of at least 580 with a TWE score of at least 5.0 is required for admission. (The "Institution Code" is 0982.)

Michigan English Language Assessment Battery (MELAB)
English Language Institute (ELI)
University of Michigan
Ann Arbor, Michigan
48109-1097, U.S.A.

A score of at least 92 is required on the MELAB.

International English Language Testing System (IELTS)
University of Cambridge Local Examinations Syndicate
1 Hills Road
Cambridge, U.K. CB1 2EU

Applicants may also contact their nearest British Council Office. A score of at least 7.0 is required on the IELTS.

Certificate of Proficiency in English Test (COPE)
School of Continuing Studies
University of Toronto
Toronto, Ontario M5S 2V8

A COPE score of at least 4 is required, with at least 1 in each component and 2 in the writing component.

Note: The Institute reserves the right to require evidence of English language facility from any applicant educated outside Canada whose primary language is not English.

3. Many applicants for admission as full-time students may also be applying for an OISE Graduate Assistantship (see page 43). Deadline for submission of the Graduate Assistantship application form is January 15.

4. Application forms for all degree programs must be submitted not later than January 15 for registration in the 1996/97 Winter Session, which starts in September. While applications will be received beyond this date, no guarantee of admission can be made. Many students accepted to a program may wish, or be expected, to commence in the 1996 Summer Session. At the time of acceptance applicants who have indicated on their application form that they wish to commence in summer will receive Summer Session information.

5. All master's candidates in the Graduate Department of Education wishing to proceed to doctoral degree programs must apply for admission and be considered in competition with all other doctoral applicants.

6. Applications for admission are considered by OISE subdepartments, and their recommendations for acceptance must then be approved by the OISE Office of Graduate Studies and the School of Graduate Studies. Notification of acceptance by OISE subdepartments is not official. Note also that the offer of acceptance is valid only for the commencement date indicated in the letter of acceptance. Normally applicants can expect a decision regarding their

admissibility during the latter part of April.

7. Applicants unable to attend the session for which they have been accepted must normally reapply (updating documentation where necessary) and compete with all other applicants for the later session. In exceptional circumstances a department may recommend postponement of admission for a twelve-month period following the date of initial acceptance. The request must be initiated by the applicant through the Office of Graduate Studies by September 30 of the year of acceptance. Applicants approved for postponement should know that any changes made to the degree program requirements will be operative in the postponed program. Documents of applicants who have not previously registered at OISE will be kept on file for two years only and are not returnable.

SPECIAL STUDENTS

Two categories of Special Students are described below. Special Students are not enrolled in a program of study that may lead to a degree:

—Special Student–Full-Time:
Students who are changing disciplines or who require preparatory work may be admitted as full-time Special Students and enrol in a full-time program of study not leading to a degree. Applicants interested in taking courses as a Special Student–full-time should follow the application procedures for degree applicants. See the section "General Requirements for Admission and Degrees."

—Special Student–Part-Time:
Students wishing to take one or two graduate courses not for degree credit are admitted as part-time Special Students. Those accepted with less than mid-B standing may not apply for admission to a degree program at a later date. Applicants interested in taking a course as a Special Student on a part-time basis should request the Office of Graduate Studies, OISE, to send the appropriate forms. When these are submitted they should be accompanied by a statement indicating why Special Student status is requested.

Students accepted to a doctoral program may be required to undertake some prerequisite study as a Special Student. Such study can be taken on a full- or part-time basis.

For enrolment in courses, priority is given to OISE degree students, then University of Toronto degree students, and finally Special Students.

GENERAL INFORMATION

PRE-ENROLMENT FOR CONTINUING M.A., M.ED., ED.D., AND PH.D. STUDENTS

The pre-enrolment forms for course selection for the 1996 Summer Session and the 1996/97 Winter Session will be mailed during the week of March 1. The student telephone service will be available March 21. You should pre-enrol in courses before April 13 either by using the telephone service or by returning the pre-enrolment forms. Maximum enrolment may be reached in some courses well before the latter date. These dates apply to courses in both the first and second terms of the Winter Session.

Please note: No guarantee of acceptance into either the first or second choice of courses can be given for either term. *Should you not get into any courses of your choice, we suggest that you attend the first class and speak to the instructor of the course regarding possible admittance.*

DEFINITION OF FULL-TIME STUDY

Full-time graduate students are defined according to government regulations as follows:
(a) They must be pursuing their studies as a full-time occupation and identify themselves as full-time graduate students in all documentation.
(b) They must be considered by the OISE Office of Graduate Studies to be in full-time study.
(c) They must be geographically available and visit the campus regularly.
(d) They must be considered to be full-time graduate students by their supervisors.

DEFINITION OF PART-TIME STUDY/AFTER-HOURS CLASSES IN WINTER SESSION

During the 1996/97 Winter Session, it is anticipated that many of the courses will be offered in the late afternoon or evening. Normally, fully employed part-time students interested in after-hours classes may pursue one of the following patterns of study: (a) one half-course in each of the two terms; (b) two half-courses that run for the full year; (c) one full course that runs for the full year; or (d) where scheduling necessitates, one half-course that is offered for the full year along with the other half-course that is offered in either the first or second term. Students may take more than two half-courses in the Winter Session but not more than two half-courses in any one term.

STUDY IN SUMMER SESSION

Students may enrol for not more than two half-courses during the Summer Session (July–August). A student eligible to register as full-time may take two half-courses; part-time students may take one half-course. (Exception: Students enrolled in the Ed.D. Administrator Doctoral Program undertaking their period of required residence during the Spring/Summer Session, May–August.) Starting in 1996/97, Ph.D. candidates, and Ed.D. candidates who have completed the residence requirement, will register for both the Winter and Spring/Summer Sessions when they register in September (or January for those beginning their doctoral program then).

OFF-CAMPUS COURSES

OISE offers off-campus sections of some courses in a variety of Ontario locations. However, because of a limited selection of courses, it may not be possible to complete all program requirements off-campus. Most off-campus courses are offered in a distance education mode, mainly via computer conferencing. For computer-conferencing courses, students must have regular access to a computer and modem. Courses via audio conferencing use sites in Northern Ontario (i.e., north of Parry Sound) that are part of the Contact North/Contact Nord network. Sites in southern Ontario are determined according to the location of students who pre-enrol in courses by the deadline listed in the OISE Course Schedule (off-campus section). Before the beginning of the course, those students will receive written details about the site location and dates and times of classes. Off-campus students are urged to pre-enrol by the deadline. A course may be cancelled if enrolment is insufficient.

COURSE REQUIREMENTS

Course requirements are the same for both off- and on-campus students. Please consult the departmental sections.

ON-CAMPUS REQUIREMENTS

Ed.D. candidates are required to take at least four half-courses on campus.

ADMISSION PROCEDURES

New part-time degree applicants and part-time Special Students should contact their local OISE Field Centre (see listing in "Field Services and Research" section of this Bulletin) for application forms. In areas of the province not served directly by a Field Centre, contact should be made with the Office of Graduate Studies at OISE. Admission procedures are the same for all applicants (see pages 10 to 12).

REGISTRATION

Part-time off-campus students *who have already been admitted to a degree program* register by mail. A course registration form and a fees invoice will be mailed to the student when all admission conditions have been met. Please refer to registration materials that are mailed to students each year for appropriate dates and procedures.

M.A. students please note: Registration takes place through the School of Graduate Studies at the University of Toronto and the Office of Graduate Studies, OISE. See registration materials for appropriate dates and procedures.

OFF-CAMPUS LIBRARY SERVICES

The R. W. B. Jackson Library makes available, either directly or through the local field centres, all essential reading materials for off-campus students to meet the requirements of their courses. In addition, full reference services are offered, including the preparation of computerized literature searches and the acquisition of materials through interlibrary loan.

DEFINITION OF RESIDENCE

A review of the structure of academic programs and terminology is under way.

All doctoral and some master's programs require a specified period of residence during which the student is required to be on campus full-time and consequently in such geographical proximity as to be able to participate fully in the university activities associated with the program. (See item (e) under Master of Arts, program of study, in the "General Requirements for Admission and Degrees" section for master's programs requiring residence.) Residence requirements can be fulfilled only through two consecutive terms of the Winter Session (i.e., the first term—September through December—followed by the second term—January through April—in the same session, or the second term in one session followed by the first term in the next session). With the exception of the Department of Educational Administration's Ed.D. Administrator Doctoral Program, residence credit is not given for registration in the Summer Session.

Where full-time on-campus study is required for a degree program, such study ordinarily commences in September. While it is possible to begin full-time study in January, the OISE department in which the program is being undertaken must be in a position to offer that program beginning in January.

CONTINUITY OF REGISTRATION

Doctoral candidates who have completed the required residence but have not completed other requirements for the degree must register annually in September and pay the full-time fee until all degree requirements have been fulfilled. (Exception: Students who were registered in doctoral programs in the 1992/93 Winter Session follow regulations set out in the OISE Bulletin and School of Graduate Studies Calendar for 1993/94.)

Full-time master's students, once they are past the minimum period of registration, must continue to register on a full-time basis and pay the full-time fee until all degree requirements have been fulfilled.

Part-time master's students register in those sessions in which they are completing course requirements for the degree. When all course requirements have been completed, they must register annually until all other requirements have been fulfilled.

Failure to register as required will cause a student's candidacy to lapse.

DUAL REGISTRATION FOR M.A. AND PH.D. CANDIDATES

A student in an M.A. program in the Graduate Department of Education who has been offered admission to a Ph.D. program conditional on completion of the master's program may be a dual registrant for only one term in both programs under the following conditions:
1. The master's thesis committee has been officially formed and a minimal amount of work remains to complete the master's thesis;
2. Permission has been granted by both the Graduate Department of Education and the School of Graduate Studies;
3. The student will be engaged in full-time Ph.D. studies (i.e., undertaking a minimum of two half-courses during the term of dual registration) and will be registered full-time in the Ph.D and part-time in the master's program. Only the appropriate Ph.D. fees will be charged;
4. The period of dual registration will be either September 1 to January 31 or January 1 to May 1.

In order to receive residence credit for the Ph.D. for the period as a dual registrant, the student must be recommended for the award of the master's degree by mid-January for September dual registrants, or by mid-April for January dual registrants. Otherwise the Ph.D. registration will be cancelled, no residence credit will be allowed, and the student will continue to be registered as a master's candidate only. An appropriate fees adjustment will be made so that the student will be charged fees only as a master's student. Ph.D. course credit will be retained for courses completed during the period of dual registration. Students who are not recommended for the master's degree by the deadline and whose enrolment in the Ph.D. is thereby cancelled may not apply for dual registration a second time. They must successfully complete the requirements for the master's degree before registering in the Ph.D. program.

PARENTAL LEAVE

OISE students may apply to the Office of Graduate Studies, OISE, for a parental leave during their program. This policy is intended to recognize the need for leave at the time of pregnancy, birth, or adoption in order to provide full-time care in the first year of parenting a new child. By completing the Parental Leave Request form, a parent may apply for up to three terms of leave to be completed within twelve months of the date of birth or custody. Where both parents are graduate students seeking parental leave, the total number of terms cannot exceed four. Students on leave will not be eligible to receive OISE Graduate Assistantships, or Scholarships, or other OISE awards; only OISE Scholarships may be deferred. In the case of other fellowships, the regulations of the particular granting agency will apply. The terminal date for the completion of the degree program will be extended by the duration of the leave taken. Normally, the start and finish of the leave should coincide with the start and end of a term.

LEAVE FOR EXCEPTIONAL HEALTH PROBLEMS OR SERIOUS PERSONAL CIRCUMSTANCES

OISE students who need to be continuously registered may apply to the Office of Graduate Studies, OISE, for a one- to three-term leave during their program of study on the grounds of exceptional health problems or serious personal circumstances that temporarily make it impossible to continue the program even on a part-time basis. Students may make application for such leave by completing the Leave Request Form. Ultimate approval rests with the University of Toronto School of Graduate Studies, and only in the most exceptional set of circumstances will a leave be granted. While on leave, students will not be registered, nor will they be required to pay fees. They may not make demands upon the resources of the university, such as by using library facilities, attending courses, or expecting advice from their supervisors. Students on leave will not be eligible to receive or defer OISE Graduate Assistantships, or Scholarships, or other OISE awards. In the case of other fellowships, the regulations of the particular granting agency will apply. The terminal date for the completion of the degree program will, upon request of the student, be extended by the duration of the leave taken. Normally, the start and finish of the leave would coincide with the start and end of a term.

Except under extenuating circumstances it is not expected that a student will be granted more than one leave under the terms of this policy.

STUDENT APPEALS

Should a dispute arise over an academic or procedural matter, OISE offers students a formal appeals procedure.

The student appeals process consists of five levels: The first level involves dialogue with the immediate source of the disagreement (typically the instructor). If the appellant is not satisfied, a formal appeal can be made to the appropriate OISE department or unit. If the appellant is still not satisfied, a formal appeal can be made to the OISE Degrees and Appeals Subcommittee of the Graduate Studies Committee (GSC) through the Registrar, Office of Graduate Studies, OISE, no later than six months after the ruling in question. If a satisfactory resolution at this level cannot be found, further appeals may be made through the Associate Dean of Division II of the School of Graduate Studies at the University of Toronto. Subsequently, cases may be taken to the Applications and Memorials Committee of the School of Graduate Studies no later than six months after the decision being appealed has been communicated in writing to the appellant. Instructions and forms for an appeal may be obtained from the Secretary to the School of Graduate Studies' Council. Should the problem still not be resolved, a notice of appeal should be filed by the student with the secretary of the Governing Council's Academic Appeals Committee of the University of Toronto in accordance with its guidelines and procedures. This must be done within ninety days of the decision from which the appeal is being taken, and the communication of that decision in writing to the appellant.

Further information on the appeals procedures is available from the Registrar, Office of Graduate Studies, OISE, or from a department chairperson. See also the School of Graduate Studies Calendar. At any stage, students have the right to appeal to the Office of the Ombudsperson, University of Toronto, 16 Hart House Circle, Toronto, Ontario M5S 1A1 (telephone 978-4874).

POLICY ON OUTSTANDING FEES AND OTHER UNIVERSITY OBLIGATIONS

The following academic sanctions will be imposed on students who have outstanding financial obligations to OISE and the university (including fees, residence charges, library fines, loans, bookstore debts, health service accounts, and unreturned or damaged instruments, materials, and equipment):

—Statements of results and/or official transcripts of record will not be issued.

—The university will not release the official document (called the diploma) that declares the degree earned, nor will the university or OISE provide oral or written confirmation of degree status to external inquirers.

—Registration will be refused to a continuing or returning student. Payments made by continuing or returning students shall be applied first to outstanding OISE and university debts and second to current fees.

TRANSCRIPTS

B.Ed. registrants up to June 1967 may obtain transcripts from the Office of Graduate Studies, OISE. M.Ed., M.A., Ed.D., and Ph.D. candidates and Special Students obtain transcripts from:

School of Graduate Studies
63 St. George Street
Toronto, Ontario M5S 1A1
(telephone: 978-2383)

At the time of printing of this Bulletin, the charge for a transcript is $6.00 for each copy. (This charge is subject to change.) Transcripts cannot be issued where fees are in arrears.

Winter Session grades are issued mid-February for first term courses, and mid-June for full year and second term courses; those for Summer Session courses, toward the end of October.

FIELD SERVICES AND RESEARCH

FIELD SERVICES

The purpose of OISE's field development activities is to stimulate and facilitate beneficial change in education in Ontario, particularly to schools. OISE's Office of Field Services and Research administers seven regional field centres. The Centre for Leadership Development, housed in the Department of Educational Administration, also has field development responsibilities. Two of the centres (Ottawa and Sudbury) provide services for francophone clients.

Because of their geographical location and their close association with the schools in their region, the field centres provide the main focus of OISE's field development effort. However, OISE as a whole is committed to field development work, and many of its academic departments are heavily involved. Field centres in turn make an important contribution to graduate studies by teaching distance education and off-campus courses, and to research and development through local research projects. The activities of the field centres are determined collaboratively by centre staff and regional representatives, taking into account regional contexts and special needs as well as the individual expertise of the centre staff. Each centre has a small staff, generally not more than one or two people. There are consequently constraints on the assistance that the staff can offer, and they prefer activities that will have widespread influence in their regions. Some examples of field centre activities are given in the descriptions of individual centres below.

FIELD CENTRE LOCATIONS

The following is a list of the seven field centres throughout Ontario and the Centre for Leadership Development. The departments listed after each centre are currently offering off-campus courses in that region. For more information on OISE courses, both off- and on-campus, contact the centre in your area.

Centre for Leadership Development
Room 7-234, OISE
252 Bloor Street West
Toronto, Ontario M5S 1V6
Telephone: (416) 923-6641, Ext. 2622

The major focus of the Centre for Leadership Development is planned educational change and leadership roles in educational improvement. The main functions of the Centre are research on different aspects of its major focus, the design of pre-service and in-service programs, and field work and consultation based on the research program.

Midnorthern/Northeastern Centre
Sudbury Office
Gatchell School
31 Tuddenham Avenue
Sudbury, Ontario P3C 3E9
Telephone: (705) 674-8442
Fax: (705) 671-1582
(Sociology in Education)

The Sudbury office of the Midnorthern/Northeastern Centre works in close collaboration with the North Bay office, the Centre de recherche en éducation du Nouvel-Ontario (CRÉNO), the Northern Centre for Instructional Leadership (NCIL), and the regional office of the Ministry of Education and Training. The faculty and research personnel take an integrated approach to graduate studies, research, and field development, using the perspectives, concepts, ideas, and methods of both classical sociology and the new sociology of education. These guide a range of large-scale and small-scale projects relating to equity, policy, planned educational change, and community development. The Centre's involvement in research and development projects includes: inter-agency collaboration; child abuse prevention; relational planning in the FSL and regular program field; community involvement in education; equity of access, program quality, and outcome in education; empowerment and voice in education; First Nations education, including tuition agreement and tuition agreement schooling; and the trusteeship. Most graduate course offerings are in Sociology in Education, Curriculum, and Educational Administration. Centre faculty supervise master's research projects, Qualifying Research Papers, and both master's and doctoral theses.

Midnorthern/Northeastern Centre
North Bay Office
Canadore College
Commerce Court Campus
100 College Drive
North Bay, Ontario P1B 8K9
Telephone: (705) 474-7600, Ext. 6553
Fax: (705) 472-7169

The North Bay office offers expertise in staff development, system-wide evaluation, interdisciplinary approaches to curriculum development and implementation, business/industry/education linkages, leadership/management issues, career decision-making, student problem-solving, and site-based management. A special focus, in collaboration with the Sudbury office, is the establishing of links with the region's First Nations leaders. The North Bay office also works closely with the Northern Centre for Instructional Leadership (NCIL) in the areas of planned educational change and leadership, with the office providing research in pre-service and in-service, fieldwork, and consultation. Where demand exists, faculty teach off-campus courses in their area of specialization.

Centre de recherches en éducation du Nouvel-Ontario (CRÉNO)
Centre communautaire Assomption
360, rue Perreault, Salle 1
Sudbury, Ontario P3B 2M7
Téléphone: (705) 674-5740
Télécopieur: (705) 674-3130

Le CRÉNO dispense ses services aux éducateurs et éducatrices de langue française du Nord de l'Ontario. Ces services comprennent des cours en sciences de l'éducation aux cycles supérieurs (Études franco-ontariennes en éducation) offerts en français, ainsi que des engagements dans des domaines de recherches qui reflètent les besoins du milieu scolaire. Les secteurs de la formation et du développement professionnel, de la planification stratégique, de la qualité en éducation, de l'éducation à distance, de l'amélioration scolaire, de l'éducation en milieu minoritaire, de la vitalité ethnolinguistique et d'animation culturelle figurent parmi les activités prioritaires du Centre.

Midwestern Centre
51 Ardelt Avenue
P.O. Box 58
Kitchener, Ontario N2G 3X5
Telephone: (519) 579-0780
Fax: (519) 579-8370

Over the past six years, the Centre has been analysing changing roles of secondary school staff resulting from restructuring. Ongoing investigation of the role of department heads has contributed significant findings to both researchers and practitioners. The Centre has also been involved in facilitating action research through professional development programs based in individual boards and through graduate education.

Niagara Centre
Connaught Public School
28 Prince Street
St. Catharines, Ontario L2R 3X7
Telephone: (905) 684-8558
Fax: (905) 687-9447

The Niagara Centre's work is primarily in three areas: the holistic curriculum, staff development, and CRDI (curriculum review, development, and implementation). The Centre is involved in both off-campus and on-campus teaching. Centre faculty teach courses in the holistic curriculum and courses related to CRDI.

Northwestern Centre
Agnew H. Johnston School
145 Churchill Drive
Thunder Bay, Ontario P7C 1V6
Telephone: (807) 475-8110
Fax: (807) 475-8149

The Northwestern Centre focuses much of its work on school improvement, restructuring, site-based management, and program development. With respect to these initiatives, the identification and enhancement of skills required by administrators, department heads, teachers, and others is central to much of the Centre's work in professional development. In program development, Centre staff are especially involved in assisting schools and school boards in the development of appropriate programs for intellectually gifted learners. The challenges faced by small secondary schools and the opportunities presented by technology are two other areas of particular interest. In addition, Centre staff are involved in research in gender and the history of education in Ontario. Centre faculty teach Curriculum courses via distance education, particularly computer and audio conferencing.

Ottawa Valley Centre
60 Tiverton Drive
Nepean, Ontario K2E 6L8
Telephone: (613) 224-0561
Fax: (613) 228-7074

(Curriculum, Sociology in Education via distance education courses)

The Ottawa Valley Centre serves school systems in the Ottawa Valley and as far west as the Kingston area. Activities include mainly workshops, consultation, and joint research projects with school boards in the areas of learning assessment strategies, program reviews, and research design and data analysis. Topics of interest include alternative learning assessment strategies in the classroom, education in religion, and stages of writing maturation.

Centre régional d'Ottawa
60, prom. Tiverton
Nepean, Ontario K2E 6L8
Téléphone: (613) 224-0561
Télécopieur: (613) 228-7074

(Curriculum, Sociologie en éducation cours de formation à distance)

Le Centre régional d'Ottawa offre des services aux conseils scolaires de la région de l'est de l'Ontario. Ces services comportent principalement des ateliers, des consultations, des projets de recherche menés conjointement avec les conseils scolaires dans le champ des stratégies d'évaluation des apprentissages, l'examen de programmes pédagogiques, les schèmes d'expérimentation et l'analyse de données. Parmi les sujets traités on compte entre autres les pratiques d'évaluation en salle de classe, l'enseignement concernant la religion et l'évolution des habilités de productions écrites.

Trent Valley Centre
Box 719, 150 O'Carroll Avenue
Peterborough, Ontario K9J 7A1
Telephone: (705) 742-8827
Fax: (705) 742-5104

The Trent Valley Centre specializes in curriculum processes. Special attention is given to the improvement of students' ability to learn from peers, professional development programs for teachers and others, and the design of evaluation for program improvement. The Centre offers off-campus M.Ed. programs in Curriculum, with a special interest in programs designed in collaboration with school systems to improve school practice.

RESEARCH AND DEVELOPMENT STUDIES

The research and development programs of the Institute foster improvement in Ontario education and complement the academic programs of departments. Most faculty spend a significant portion of their time on research and development projects. Students may participate in the research and development projects through their graduate assistantships or through joint research projects designed as a portion of their graduate program. The Institute's research and development program is among the largest in education in the world.

Findings of completed studies are often published by the Institute or by the sponsoring agency, or appear in journals produced by the Institute (*Curriculum Inquiry*, *Orbit*, *Resources for Feminist Research/Documentation sur la recherche féministe*), in international journals, and in other publications. OISE Research Reports can be found in the R. W. B. Jackson Library.

INTERNAL R & D CENTRES

The departments listed after each of the following centres are currently offering graduate studies programs that are congruent with the research and development work of centre faculty who hold major appointments in the departments concerned. For more information about the work of any of the centres and related courses, please contact the centre in OISE.

Modern Language Centre

Head: Alister Cumming
10th floor, OISE (Curriculum)

The Centre is currently undertaking a number of formal research and development projects, including work related to second-language curriculum, materials development and evaluation, second-language teaching and learning, heritage language issues, and the preparation of teacher in-service units. The Centre houses a resource library for second-language pedagogy and international languages, with dissemination and consultation services on language teaching and related research.

Centre for Teacher Development

Head: Michael Connelly
10th floor, OISE (Curriculum)

The Centre for Teacher Development offers a graduate specialization in teacher development, engages in research and development projects, and facilitates pre-service and in-service activities. In addition, the Centre supports post-doctoral fellowships for outstanding scholars and encourages visiting professorships. Teacher development integrates personal, collaborative, and organizational experiences in a lifelong pursuit of professional growth. Faculty interests include women in education; career development; personal knowledge; narrative and story telling; research on teaching; collaborative cultures; and the contemplative practitioner. Students who wish to specialize in teacher development should apply through the Department of Curriculum, indicating clearly in their covering letter and on the application form (B#3) that they wish to be considered for admission to the Centre for Teacher Development. Those who wish to apply through any other OISE department must first contact the chairperson of that department. For additional information, please contact the Centre Director, Michael Connelly.

Comparative, International, and Development Education Centre

Head: Joseph P. Farrell
7th floor, OISE (Adult Education)
The mandate of this Centre, formally established in 1989, is to coordinate, consolidate, and expand OISE's work in comparative, international, and development education through research, field services (both in Canada and in developing nations), and graduate teaching. OISE staff and students engage in a significant amount of international and comparative work in their own specialities (over a third of OISE faculty have had substantial international experience) and the amount of such work is increasing. Part of the Centre's mandate is to further such international work, and to organize information regarding the international work of OISE staff and students and make it available to all members of the OISE community and the Ontario education community generally. For information regarding the already existing graduate studies opportunities in this area, see the "Interdisciplinary Focuses" section for Comparative, International, and Development Education.

Centre for Franco-Ontarian Studies

Head: Normand Labrie
6th floor, OISE (Curriculum, Sociology in Education)
The CFOS conducts research relating to the specific needs of the French-speaking students and educators of Ontario. Current projects focus on curriculum and sociological/anthropological aspects of Franco-Ontarian education, particularly on critical pedagogy, multilingualism and social difference, cooperative learning, language planning, and policy issues. In addition, the CFOS provides direct services to schools and boards, publishes an information bulletin (*info créfo*), and houses a resource centre. A series of monthly conferences is also offered to the public from September to June.

Centre de recherches en éducation franco-ontarienne

Directeur : Normand Labrie
6^{e} étage, IÉPO (Départements de curriculum et de sociologie en éducation)
Le CRÉFO effectue des recherches qui répondent tant aux besoins particuliers des étudiantes et étudiants qu'à ceux des enseignantes et enseignants francophones de l'Ontario. Les recherches portent surtout sur le curriculum et l'aspect sociologique/anthropologique de l'éducation franco-ontarienne, plus particulièrement sur la pédagogie critique, le plurilinguisme et les différences sociales, l'apprentissage coopératif, les relations école/communauté et les questions ayant trait à l'aménagement et aux politiques linguistiques. De plus, le CRÉFO, avec son centre de documentation, offre des services aux écoles et aux conseils scolaires et publie un bulletin d'information, l'*info créfo*. Une série de conférences publiques est également offerte de septembre à juin.

Centre for Applied Cognitive Science

Acting Head: David Olson
9th floor, OISE (Applied Psychology, Curriculum/Computer Applications)
Through a number of research and development projects the CACS explores cognitive processing in a variety

of content domains and is characterized by attempts to integrate contributions from a number of fields, including psychology, linguistics, philosophy, computer science, and educational and clinical practice. CACS is also involved in the development of instructional approaches based on cognitive theory and computer technology. The Centre hosts a seminar series and a number of regular research seminars/group meetings, devoted to particular topics, in which students are invited to participate. There is an interdepartmental program in graduate studies available in Applied Cognitive Science (see section "Interdepartmental Specializations").

Centre for Women's Studies in Education

Head: Dorothy E. Smith
Coordinator: Paula Bourne
11th floor, OISE

The Centre conducts, promotes, and distributes research in women's studies. Projects currently participating in this work are: the Women's Educational Resources Centre; the periodical *Resources for Feminist Research/ Documentation sur la recherche féministe*; the Canadian Women's Periodical Indexing Group; Canadian Women's History; Sexual Harassment Resources for Elementary Schools; A Feminist Critique of Schooling; and Preservice Education in Gender Equity. Students may participate in all projects as graduate assistants or as volunteers. The CWSE also welcomes visiting scholars and educators who are working in women's studies and consults with educators outside the Institute in this and related areas. Speaker series, including the Popular Feminism series, feature speakers from inside and outside the Institute, and lunch-bag seminars feature OISE students' and researchers' work in progress. The Centre's annual Newsletter provides information about activities within and outside the Institute.

A listing of OISE's feminist courses is available from the Centre Secretary, as is a listing of CWSE Publications. For further information regarding graduate studies in the area, see Women's Studies/Feminist Studies in the "Interdepartmental Specializations" section and the Department of Sociology in Education section under Focus on Feminist Studies and Gender Relations.

Upon acceptance to an OISE department, students are encouraged to write the Centre Coordinator, indicating their departmental affiliation and outlining relevant research interests and work, volunteer, and activist experiences.

STUDENT SERVICES AND FACILITIES

THE R. W. B. JACKSON LIBRARY

The Institute Library houses a collection of 850,103 items specializing in education, with growing strength in related social sciences and humanities. Included are extensive reference materials, some 2390 serial titles, and complete microfiche holdings of the ERIC and ONTERIS document series. Reference staff are prepared to acquaint students with broad aspects of service, and to advise them regarding sources of information for particular projects, including online information services and databases on CD-ROM. Students should plan to devote some time to becoming aware of the range and potential of these for their work. Interlibrary loan service provides access to library materials not held in central Toronto locations.

The Library includes a variety of instructional resource materials ranging from preschool to adult levels, in print and multimedia formats. The Microcomputer Service provides a room for the use of CD-ROM products, microcomputers, and educational and other software as an extension of curricular materials. Individual and class consultation is provided to users of the curriculum resource (CR) materials.

Audiovisual materials are varied and extensive: they include films, filmstrips, and audio- and videotapes, which are used in courses and seminars. Films may be booked at Circulation for preview as well as for class use.

Circulation Services, the Library's database, and ONTERIS are available on ELOISE, the Library's integrated online system. ELOISE also provides access to other library catalogues around the world as well as to general Internet resources. ELOISE is accessible to anyone outside the Institute who has a microcomputer/terminal and a modem. Some holdings do not appear in the online catalogue—for example, the Paulo Freire Resource Collection and the J. Roby Kidd Collection.

The following CD-ROMs are available on a local area network for computer searching: SOCIOFILE, Education Index, Dissertation Abstracts, PsycLIT, ERIC, International ERIC, LLBA (Linguistics and Language Behavior Abstracts), ONTERIS.

Individual carrels on the mezzanine floor are reserved for use of OISE students, who should apply for them at the Circulation Desk. Open carrels on the first and second floors are available to all Library users. In-library copying is provided with coin-operated photocopiers and microfilm/fiche reader-printers. Copy cards are also available for photocopiers.

Guides to general and special services and parts of the collection are issued and updated periodically. Special orientation for particular topics, aspects of the collection, and services may be arranged through the course instructor and the librarian responsible for orientation. The Circulation staff are available to explain loan, renewal, and reserve procedures.

The resources of the University of Toronto Library are also available to graduate students registered in Education. Graduate-level materials are generally housed in the Robarts Library, with the exception of those housed in special campus collections. Students wishing to use campus holdings should check hours of service and access/borrowing policies at the Reference Desk in the OISE Library. The OISE Library has access to UTLink, the University of Toronto's online catalogue.

SPECIAL SERVICES FOR STUDENTS WITH A DISABILITY

Beginning July 1, 1996, services for students with a disability will be the responsibility of the University of Toronto:

Special Services
Koffler Student Services Centre
214 College Street
Toronto, Ontario M5T 2Z9
Telephone: (416) 978-8060
TDD: (416) 978-1902
Fax: (416) 978-8246

The goal of Special Services is to facilitate the inclusion of students with hidden or obvious disabilities and health considerations in university life. The students first discuss their individual needs with an intake counsellor. Where appropriate, students may then meet with one of the professionals on staff such as the adaptive equipment coordinator, learning disability specialist, or occupational therapist in order to establish strategies and, where necessary, determine accommodations. All discussions are confidential. The service offers liaison with academic and administrative units within the university and with off-campus agencies. For eligible students, the service provides a wide range of support, including alternative test and examination arrangements, note-taking services, on-campus transportation, personal counselling, workshops, adaptive equipment, and assistive devices. Information and resource materials on health conditions and disability-related issues are available.

ACADEMIC COMPUTING SERVICES

A wide range of facilities is available to staff and students to meet their needs for learning about computers and for carrying out computing work. The most important applications of the academic computing resources are:
—Word processing for reports, papers, theses, etc., and publication production, graphics, and design;
—Communication and access to information resources within OISE and around the province and the world;
—Statistical analysis of research data, experimentation with statistical methods, and analysis of textual and qualitative data;
—Learning about and experimenting with educational applications of computers, for schools, for OISE, for adults.

The OISE computer systems are linked as the domain "oise.on.ca" to Onet, the Ontario branch of Internet, which is the worldwide network of computer networks, providing communications, remote access to computing facilities, and information exchange for research and education. OISE's web server (http://www.oise.on.ca), OISE's gopher server (gopher.oise.on.ca), and OISE's anonymous file server (ftp.oise.on.ca) are accessible within OISE and from anywhere on the Internet. They provide information about OISE, about what is going on on-campus, about the network, and about data and linkages to educational resources.

The Computing Services Group operates OISE's central academic computing resource. This includes a Sun Sparc-20 computer, named "tortoise," that runs the Unix operating system and is used as the primary communications hub for electronic mail and computer conferencing, for storage of research data and access to statistical programs (SPSS, SAS, etc.), and for access to high-speed laser printers. Connected to "tortoise" is a growing network of Ethernet-linked Sun, Macintosh, and IBM workstations used for instruction and research.

More than 500 terminals and microcomputers (IBM compatibles and Macintoshes) are located around the Institute—in academic departments, in centres, and in three central microcomputer areas used as classrooms, laboratories, and workrooms. These machines are used for data analysis, graphics, text processing, and communication via the central computing facility. All connected terminals and microcomputers can also access the OISE Library computer, ELOISE. The Internet allows access to thousands of other academic library catalogues and databases. The OISE Library can be reached on the Internet by logging in as "eloise" by Telnet to "eloise.oise.on.ca".

Short non-credit courses in the elements of computing, online communication, text editing and text formatting, and microcomputers are offered.

OISE PRESS

OISE Press is a major Canadian publisher of educational books and kits. Publications of the press are distributed through the bookstore on the second floor and through Scholarly Book Services (tel.: 533-5490). Within the Institute, the Press provides production, editing, design, and typesetting advice on a chargeback basis.

THE CAREER CENTRE

The Career Centre of the University of Toronto at the Koffler Student Services Centre, 214 College Street (tel.: 978-8000), provides career planning and employment-related services to students and recent graduates on an individual or group basis. Career development seminars to assist students exploring career opportunities or searching for employment are offered regularly. Students are invited to spend time in the Centre's library, which contains general career and specific employer information. Summer, part-time, and continuing employment opportunities are advertised at the Centre.

Another activity of the Centre is the Graduate Dossier Service, designed to assist students completing doctoral degrees and seeking academic appointments at colleges and universities. The service responds to requests for credentials by duplicating and assembling the curriculum vitae, academic transcripts, and confidential letters of reference from the dossier on file at the Centre.

ACCOMMODATION AND COST OF LIVING

Toronto offers an assortment of student accommodation, ranging from campus residences to off-campus apartments. Where you live will depend on availability, your preference, and, of course, your budget. The following figures represent the approximate costs for a single student living in Toronto for twelve months in 1995/96, excluding housing and tuition:

Clothing —$1000
Food —$4000
Books —$750
Health insurance for international students —$540
Miscellaneous—$3600

The University Housing Service maintains up-to-date information on campus residences, lists of rooms and apartments advertised by the city's landlords, and lists of students seeking roommates:

University Housing Service
Koffler Student Services Centre
214 College Street
Toronto, Ontario M5T 2Z9
Telephone: (416) 978-8045
Fax: (416) 978-1616

Applications for Family Housing and On-Campus Housing should be requested from and returned to the appropriate offices listed below. Students should not delay their residence application by waiting for academic admission. The latter does not guarantee a place in residence.

FAMILY HOUSING

Unfurnished university apartments for full-time students. Priority is given to student families. ("Family" refers to students residing with their dependent children and to childless couples in a permanent relationship.) You may submit an application for Family Housing before you have been given an offer of admission to the university. Contact the Coordinator of Family Housing at the University of Toronto Housing Service (see address above; telephone 978-8049) to receive an information/application package. The current rents per month are $397 (bachelor), $491 to $533 (one bedroom), and $650 (two bedrooms).

ON-CAMPUS HOUSING

Lists of residences are available on request from the University Housing Service. The following two residences provide accommodation for single graduate students and range in cost from $4300 to $8800 depending on whether meals are provided.

St. George Graduate Student
Residence
321 Bloor Street West
Toronto, Ontario M5S 1S5
Telephone: 978-4885

Women and men; apartment style with shared kitchens.

Massey College
4 Devonshire Place
Toronto, Ontario M5S 2E1
Telephone: 978-2891

Women and men; traditional residence with compulsory meal plan. Acceptance by election. Application deadline is May 1.

OFF-CAMPUS HOUSING

Students who rent off-campus can use the lists of advertisements displayed in the Koffler Student Services Centre to locate accommodation to meet their needs. The Centre will, upon request, mail a list of hotels and guest houses so that students can book a place to stay when they arrive and while they look for long-term housing.

For the Winter Session, many students rent their long-term housing from August 1 or October 1, avoiding the competition for September 1 occupancy. Housing is usually advertised about three weeks in advance of its availability. Rooms off-campus generally cost $300–$400 a month. Private apartments will cost in the range $400–$500, $550–$700, or $750–$900 per month for a bachelor, a one-bedroom, or a two-bedroom unit respectively, and $1200–$1400 per month for a three-bedroom house.

SEXUAL HARASSMENT EDUCATION, COUNSELLING, AND COMPLAINT OFFICE

The Sexual Harassment Education, Counselling, and Complaint Office administers the university's Sexual

Harassment Policy by providing advice, education, and information to the university community, counselling all parties to complaints, and mediating complaints about harassment based on sex or sexual orientation.

The policy covers all members of the university. All complaints and requests for information are kept completely confidential unless the individuals involved approve otherwise. Contact:

SHECC Office
3rd floor, 40 Sussex Avenue
Toronto, Ontario M5S 1J7
Telephone: (416) 978-3908
Fax: (416) 971-2289

HEALTH SERVICES

Medical and psychiatric services are available at the University Health Services, Koffler Student Services Centre, 214 College Street (Medical Clinic 978-8030; Psychiatric Division 978-8070). The Medical Clinic and Psychiatric Division are open between 9:00 a.m. and 5:00 p.m. Monday through Friday. The Medical Clinic is open until 7:00 p.m. on Wednesday evenings. Note that the sports injury services are now under the Department of Athletics and Recreation (978-7376).

All students need health insurance coverage—for example, OHIP, other provincial plans, CIDA, Commonwealth, UHIP (University Health Insurance Plan), or other private insurance plan. Students with no health insurance are responsible for health care costs of visits, lab work, etc. UHIP is compulsory for international students.

HART HOUSE

All University of Toronto students are members of Hart House. Membership covers a wide variety of activities including concerts, debates, poetry readings, and art exhibitions. Students are welcome to use the many rooms as well as the Farm in the Caledon Hills. Coeducational unstructured recreational athletics take place in the North Wing. Please telephone 978-4411 for information on recreation activities, fitness testing, and lockers. Hart House is open 7:00 a.m. to midnight every day of the year. Food services are available.

DAYCARE

Kidspace Inc. Day Care is a non-profit centre that provides child care for staff, students, and faculty at OISE. Kidspace is licensed to care for a maximum of 24 children between the ages of two-and-a-half and five. The children are cared for by four qualified teachers who provide group and individual activities designed to promote gross and fine motor skills, language development, cognitive skills, and social and emotional growth. Kidspace is open Monday to Friday from 8:00 a.m. to 6:00 p.m. Part-time care is available. Fee subsidies are available but must be applied for to the Metro Toronto Children's Services Department. Kidspace is on the ground floor of OISE, opposite the auditorium. For more information, drop in or telephone 926-4702.

GRADUATE STUDENTS' ASSOCIATION

The Graduate Students' Association (GSA) of OISE is the official student government at the Institute and is affiliated with the Graduate Students' Union of the University of Toronto. All OISE students, both full- and part-time, are members of the GSA. It is an advocacy group that lobbies on behalf of students in any and all social, cultural, and political events of interest to students. The GSA promotes and coordinates activities of students in the various departments and decision-making bodies of the Institute. OISE students have full access to student services and facilities provided by the University of Toronto. Services include the Athletic Centre, Legal Aid, and Ombudsperson as well as Hart House, the Career Centre, Health Services, and the International Student Centre (see below).

INTERNATIONAL STUDENTS

A special effort is made to welcome students from abroad and to meet their special needs. On the one hand, the Canadian student benefits greatly from the opportunity to work, formally and informally, with educators from other countries. On the other, we consider it an honor and obligation, in a world so rapidly decreasing in size, to make our resources available insofar as we can to students who plan to return to their own countries on completion of their studies. Major essays or other individual projects constitute an important part of each course. Wherever possible, international students are encouraged to select topics that will permit them to explore systematically the possible implications that the concepts under discussion have for their home situation. As well, within the Comparative, International, and Development Education focus, a number of courses are offered that deal specifically with education in non-Canadian societies.

INTERNATIONAL STUDENT CENTRE

All members of the University are invited to take part in the programs of the ISC. Services include English conversation classes and writing tutorials, counselling and assistance with problems arising from cultural difference, reception of incoming international students and orientation events, ongoing assistance with a variety of non-academic concerns (immigration, health insurance, tax, etc.), and information about work or study opportunities abroad. Further information will be sent with the offer of admission.

Specific questions may be addressed to:
Elizabeth Paterson, Director
International Student Centre
33 St. George Street
Toronto, Ontario M5S 2E3

Questions of an academic nature should be directed to Gaye Fuller in the Office of Graduate Studies, OISE.

INTERNATIONAL STUDENTS' ASSOCIATION

OISE's International Students' Association (ISA) arranges "buddies" for incoming students from abroad, holds an orientation meeting and monthly luncheon meetings for academic exchange, and looks into the specific needs of the international students. The ISA is represented on the GSA General Council.

GENERAL REQUIREMENTS FOR ADMISSION AND DEGREES

All graduate degree programs are subject to the regulations of the University of Toronto School of Graduate Studies, which are outlined in detail in the Calendar of the School of Graduate Studies. What follows is an outline of the general requirements for the various graduate degree programs as they apply in the Graduate Department of Education. While the general requirements for each degree program are in this section, it should be noted that individual OISE departments within the Graduate Department of Education may have additional requirements. It should also be pointed out that the requirements set forth are minimal; the candidate will be required to undertake whatever additional studies the Graduate Department of Education considers necessary. Further, the Graduate Department of Education cannot undertake to recommend for admission to the School of Graduate Studies every applicant who meets the minimal requirements.

A bachelor's degree or other first degree does not necessarily confer eligibility for graduate admission within the Graduate Department of Education at the University of Toronto. The University reserves the right to determine whether or not credentials of degree-granting institutions in Ontario meet the standards for admission to University of Toronto programs.

Applicants who hold professional degrees only, and who wish to pursue graduate programs in Education, must be prepared for the possibility of taking some academic makeup courses at the undergraduate level before being eligible for consideration for admission to graduate study.

Applicants who graduated five or more years ago without achieving sufficiently high standing in the bachelor's degree for admission to the School of Graduate Studies as degree candidates may be considered for admission if a department wishes to recommend it. Such applicants must present substantial evidence that they have done significant intellectual work and/or made a significant professional contribution. This contribution and its impact must be detailed and documented (e.g., publications, curriculum materials and usage data, policy reports) and presented as part of the application.

Note: There are two master's programs, each with its distinct design and orientation: M.A. candidacy and M.Ed. candidacy are *not* interchangeable. Similarly, the two doctoral programs, Ph.D. and Ed.D., are distinct in design and orientation. It is therefore most important for the applicant to give serious consideration to the choice of program. Only in exceptional cases will a request for transfer between the two master's or the two doctoral programs be considered. Such a request would have to be made to the Office of Graduate Studies early in the student's degree candidacy and have the support of the student's home department.

MASTER OF EDUCATION

A review of the structure of academic programs and terminology is under way.

This degree is designed chiefly for the professional improvement of men and women who are already engaged in a career related to education. For many candidates it will represent a terminal point of formal graduate study, though some may subsequently proceed to study at the doctoral level after satisfying additional requirements.

ADMISSION REQUIREMENTS

(a) An appropriate three- or four-year University of Toronto bachelor's degree, or its equivalent from a recognized university, completed with standing equivalent to a University of Toronto mid-B or better in the final year. (See the Admission Requirements section of individual departments for programs that require higher standing.) If the specialization of the bachelor's degree is not offered at the University of Toronto, it will be necessary to submit course descriptions of all academically oriented courses that are not clearly defined on the transcript, in order to establish this equivalence. An applicant whose bachelor's degree is equivalent to a University of Toronto degree but has been pursued on a part-time basis is evaluated on the five most recent and most senior academic full courses or their equivalent. Any relevant study beyond the bachelor's degree and undertaken at a recognized university must be completed with mid-B standing also. Depending on the makeup of the degree, and the student's intended field of specialization at the master's level, some additional study may be required either within the degree program or prior to admission.
(b) A year of professional education for teaching, or the equivalent in pedagogical content, is helpful.
(c) At least one year of relevant successful professional experience.
(d) See "Application for Admission" section for application procedures.

PROGRAM OF STUDY

At the time of application each applicant must specify the intended OISE department of specialization and one of three possible options (see section (a) below). All three options are not offered in any one OISE department (see the OISE department of specialization for details of available options). Upon admission the student is assigned to a faculty advisor who assists in blocking out an appropriate program of study.

While a student may change the home department en route to the degree, such change may result in a lengthened program.

The general requirements for the M.Ed. degree are as follows:
(a) Three different options are available to students wishing to obtain an M.Ed. degree, although not all three are available in each department.
Option I. Coursework only option—ten half-courses plus a comprehensive examination/requirement;
Option II. Research Project option—eight half-courses plus a research project or a major research paper;
Option III. Thesis option—six half-courses plus a thesis.
Departmental specialization within the M.Ed. degree program requires a minimum of half the courses to be taken in the home department unless otherwise specified by the department. Where appropriate to a student's program, a full course in some other graduate department of the University of Toronto may be included as two of the half-courses.
(b) Full-time study, though desirable, is not required (except in the M.Ed. pro-

gram in Counselling (B) within Applied Psychology). The M.Ed. program, if pursued on a full-time basis, cannot be completed in less than three Winter Session terms. The Winter Session is divided into two terms: the first term is from September to December, and the second term is from January to April.

(c) Full-time master's students, once they are past the minimum period of registration, must continue to register on a full-time basis and pay the full-time fee until all degree requirements have been completed.

(d) Master's students proceeding to their degree on a part-time basis register in those sessions in which they are completing course requirements for the degree. When all course requirements have been completed, they must register annually until all other degree requirements have been completed.

(e) All requirements for the degree must be satisfactorily completed within six years from first enrolment.

(f) Applicants who have completed graduate courses in education beyond what is required for admission as an M.Ed. candidate may be granted credit for up to two half-courses, or 25 per cent of the course requirements for the M.Ed. degree, whichever is greater, provided those courses were not credited toward another degree, diploma, certificate, or any other qualifications. Similarly, it is possible in the individual case, with the prior approval of the student's faculty advisor and the Office of Graduate Studies, to plan an M.Ed. program so that courses may be taken at another university, in keeping with the transfer credit policy previously described.

(g) Courses taken in a previous graduate program and credited to a degree program at OISE will not reduce the total program fee required.

(h) Candidates must apply to graduate either by using the student telephone service or by completing and returning an Application to Graduate card obtained from the Office of Graduate Studies, OISE. Those completing their program (including the comprehensive or the research requirement) in the session indicated below must make such application by the date shown:

Summer Session completion—July 5
Winter Session Fall completion—October 15
Winter Session Spring completion—February 15

Candidates completing their degree program in the summer will receive their diploma at the November convocation ceremony. Candidates completing in the fall will have the option of receiving their diploma through the mail in March, since there is not a ceremony at that time, or of receiving their diploma at the convocation ceremony in June. Candidates completing in the spring will receive their diploma at the June convocation ceremony; *please note* that the completion of all degree requirements must be communicated to the Graduate Studies Office by April 23.

MASTER OF EDUCATION FOR SPECIAL PURPOSES

It is anticipated that most M.Ed. candidates will be enrolled in one of the OISE departments. The professional interests and needs of some students, however, may not correspond to the purposes and plans of study of any of the departmental programs. Such students may, in effect, be seeking a highly individualized program of planned graduate study in education.

Such persons may apply for admission to candidacy for the M.Ed. for Special Purposes. They will be required to name an OISE department in which their interests mainly lie, and will be assigned to an appropriate faculty advisor with whom they will work out a suitable program in terms of the options offered in the home department.

To provide some measure of concentration, if not specialization, three half-courses ordinarily will be drawn from the home department. Students, with their advisor, will be free to organize a highly individualized program suited to their particular needs and interests. (See "Interdisciplinary Focuses.")

MASTER OF ARTS

A review of the structure of academic programs and terminology is under way.

This degree is designed to provide academic study and research training related to fields of professional specialization in education. Students who anticipate going on to further study at the Ph.D. level are advised to apply for enrolment in an M.A. program rather than an M.Ed. program.

M.A. degree programs in the OISE departments of Applied Psychology (except in the School Psychology Division, where some programs are longer), History and Philosophy of Education, and Sociology in Education are one-year programs comprising six half-courses after a four-year bachelor's degree in the same cognate area of specialization.

M.A. degree programs in Adult Education, Curriculum, Educational Administration, and Higher Education are generally one-year programs comprising eight half-courses after a four-year bachelor's degree in a relevant discipline or professional program. Applicants to the Computer Applications and Measurement and Evaluation programs in the Department of Curriculum with certain four-year undergraduate backgrounds (such as computer science or psychology) may be considered for one-year programs comprising six half-courses.

ADMISSION REQUIREMENTS

The requirements for admission to a one-year M.A. program are:

(a) Normally, an appropriate four-year University of Toronto bachelor's degree, or its equivalent from a recognized university, completed with standing equivalent to a University of Toronto mid-B or better in the final year. (See the "Admission Requirements" section of individual departments for programs that require specified undergraduate disciplines and a higher standing.) If the specialization of the bachelor's degree is not offered at the University of Toronto, it will be necessary to submit course descriptions of all academically oriented courses that are not clearly defined on the transcript, in order to establish this equivalence. An applicant whose bachelor's degree is equivalent to a University of Toronto degree but has been pursued on a part-time basis is evaluated on the five most recent and most senior full academic courses or their equivalent. Any relevant study beyond the bachelor's degree, undertaken at a recognized university, must be completed with mid-B standing also. In addition, a year of professional preparation for education, or the equivalent, and at least one year of relevant successful professional experience are highly appropriate and desirable qualifications for admission.

(b) Applicants with qualifications as above, except that their bachelor's degree is a University of Toronto three-year degree or equivalent, may be admitted to a two-year M.A. program in some fields.

For those applicants who have a year of professional preparation for education, or the equivalent in pedagogical content, and at least one year of successful professional experience in education, the program would ordinarily consist of one and one-half years of study (ten half-courses).

(c) See "Application for Admission" section for application procedures.

PROGRAM OF STUDY

Each applicant must specify the intended OISE department at the time of application. Upon admission the student will be assigned to a faculty advisor for that particular field, who will assist in blocking out an appropriate program of study. While in some OISE departments additional requirements have been established, the general requirements for the M.A. in the Graduate Department of Education are as follows:

(a) A one-year program comprises at least six half-courses, selected in accordance with requirements in the home department. Where appropriate to a student's program, a full or half-course in some other graduate department of the University of Toronto may be included in the six half-course program.

(b) Students admitted to an extended M.A. program (one and one-half years) on the basis of either a three-year or a four-year bachelor's degree that does not embrace the specialization proposed at the graduate level, plus a year of professional education for teaching and successful professional experience, will ordinarily be required to complete at least ten half-courses. Such a program, if pursued on a full-time basis, would be spread over two summers and the intervening academic year.

(c) Students admitted to a two-year M.A. program on the basis of either a three-year or a four-year bachelor's degree that does not embrace the specialization proposed at the graduate level are required to complete twelve half-courses.

(d) A thesis. All M.A. candidates must have their thesis committees officially formed no later than:

—April 1 of the year following completion of the residence requirement, or the minimum period of registration, if studying full time; or

—upon the completion of two-thirds of the M.A. coursework, if studying part-time.

All students using human subjects in their thesis research must have their proposals reviewed by an Ethical Review Committee at OISE. Please consult the *OISE Guidelines for Theses and Orals* regarding thesis and ethical review procedures.

(e) In most departments it is possible to pursue an M.A. program on a part-time basis. A minimum of one academic year of full-time on-campus study (residence) is required for some programs in the Department of Applied Psychology (a minimum of two years in School and Child-Clinical Psychology).

(f) Full-time master's students, once they are past the minimum period of registration, must continue to register on a full-time basis and pay the full-time fee until all degree requirements have been completed.

(g) Master's students proceeding to their degree on a part-time basis register in those sessions in which they are completing course requirements for the degree. When all course requirements have been completed, they must register annually until all other degree requirements have been completed.

(h) All requirements for the degree must be satisfactorily completed within five years from first enrolment for candidates admitted to one-year (six or eight half-course) programs and within six years from first enrolment for candidates admitted to one-and-a-half-year (ten half-course) or two-year (twelve half-course) programs.

(i) Candidates who have completed graduate courses at another university, beyond that required for admission to a one-year M.A. program, may be granted credit for up to two half-courses. or 25 per cent of the course requirements for the M.A. degree, whichever is greater, provided those graduate courses were not credited toward another degree, certificate, diploma, or any other qualification. Such course credit, if granted, will not reduce the total program fee.

DOCTOR OF EDUCATION

A review of the structure of academic programs and terminology is under way.

The Doctor of Education degree program is designed to provide opportunities for more advanced study for those who are already engaged in a career related to education. The emphasis of the program is on the development of skills in the application of knowledge from theory and research findings to practical educational problems. The Ed.D. represents professional development at a high level in a particular field of education, pursued in depth. The average time to completion is approximately five years. For information on the availability of programs in various areas of specialization, see the appropriate departmental sections.

ADMISSION REQUIREMENTS

(a) A University of Toronto M.Ed. or M.A. in Education, or its equivalent from a recognized university, in the same area of specialization proposed at the doctoral level, completed with standing equivalent to a University of Toronto B+ or better in master's courses. (See the "Admission Requirements" section of individual departments for programs that require higher standing.) Further documentation may be required to establish equivalence.
(b) Appropriate letters of reference commenting on scholarly achievement and promise and on professional performance and promise.
(c) A personal interview whenever possible. As the program is intended primarily for experienced professionals in the Ontario educational system, it is anticipated that an interview will be conducted.
(d) Ordinarily, one year of professional preparation for education.
(e) Successful professional experience in education, or in a relevant field.
(f) Evidence of ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigorous manner. Examples of such evidence include a high-quality Project Report, a Qualifying Research Paper (QRP), or a master's thesis. Should a Qualifying Research Paper be required, please consult the *OISE Guidelines for the QRP*.
(g) Any additional requirements as may be deemed appropriate for admission to particular specializations within the Ed.D. program. Such requirements are outlined in the departmental sections.
(h) See the "Application for Admission" section for application procedures.

PROGRAM OF STUDY

Each applicant must specify the intended OISE department at the time of application. Upon admission, the student will be assigned to a faculty advisor, who will assist in blocking out an appropriate program of study. While additional requirements have been established in some OISE departments, the general requirements for the Ed.D. in the Graduate Department of Education are as follows:
(a) Normally, a minimum of two consecutive Winter Session terms of full-time on-campus study (i.e., the September–December term followed by the January–April term, or the January–April term followed by the September–December term). (Exception: the Department of Educational Administration's Ed.D. Administrator Doctoral Program.)
(b) Students may begin their studies on a part-time basis. (Exception: the Department of Applied Psychology's Coun-

selling Psychology for Psychological Settings (B) program.) However, once enrolled full-time, students must maintain continuous registration and pay the full-time fee until all degree requirements are completed.

(c) Eight half-courses are required for candidates who have an M.Ed. or M.A. degree in the same area of specialization, or the equivalent. Upon the recommendation of the home department, candidates commencing the degree program on a full-time basis could add any prerequisite courses to their program. Otherwise, prerequisite courses must be undertaken as a Special Student in the Graduate Department of Education. Graduate courses taken under other auspices before the Ed.D. candidacy cannot be credited toward the Ed.D. program.

A minimum of four half-courses must be taken on campus in Toronto. An eight half-course Ed.D. program should include at least four half-courses with specialization in the home department except as otherwise stated in departmental program descriptions.

(d) Candidates in the following departments or specializations will be required to take a comprehensive examination during the program:

—Applied Psychology (Counselling Psychology (B)), Curriculum (including programs in Computer Applications and in Measurement and Evaluation), Educational Administration, and Higher Education, for those who commenced the Ed.D. program after July 1, 1986;

—Adult Education, for those who commenced the Ed.D. program after July 1, 1987;

—Applied Psychology (Early Childhood Education), for those who commenced the Ed.D. program after July 1, 1991.

—History and Philosophy of Education, for those who commenced the Ed.D. program after July 1, 1992. Consult the specific department for details.

(e) A thesis embodying the results of original investigation conducted by the student under the direction of a thesis committee of the Graduate Department of Education. This thesis committee must be filed by April 1 of the year following the minimum period of full-time on-campus study (residence). The thesis will report the results of a study, which might address theoretical issues applicable to professional concerns and practice, or which might focus directly on the exploitation of knowledge in order to study or influence aspects of educational practice. The thesis must conform to the tenets of scholarly writing in a rigorous style of presentation. All students using human subjects in their thesis research must have their thesis proposal reviewed by an Ethical Review Committee at OISE. Please consult the *OISE Guidelines for Theses and Orals* regarding thesis and ethical review procedures.

(f) A final oral examination on the content and implications of the thesis, to determine the adequacy of both the thesis and its defence by the candidate.

(g) All requirements for the Ed.D. must be completed within six calendar years of first enrolment.

DOCTOR OF PHILOSOPHY

A review of the structure of academic programs and terminology is under way.

This degree is designed to provide opportunities for advanced study in the theoretical foundations of education, as well as in the application of such knowledge to educational practice. Regulations concerning the Ph.D. are detailed in the Calendar of the University of Toronto School of Graduate Studies. What follows is an expansion of those regulations as they apply in the Graduate Department of Education.

The Ph.D. represents a high level of scholarly achievement and research in a particular field of education, pursued in depth. For information on the programs of specialization, see the departmental sections. The average time to completion is approximately five years.

ADMISSION REQUIREMENTS

(a) A University of Toronto M.A. in Education, or its equivalent from a recognized university, in the same area of specialization proposed at the doctoral level, completed with standing equivalent to a University of Toronto B+ or better in master's courses. (See the "Admission Requirements" section of individual departments for programs that require higher standing.)
A student in an M.A. program in the Graduate Department of Education who has been offered admission to a Ph.D. program conditional upon completion of the master's program may be a dual registrant for only one term in both programs under the conditions stipulated in the section "Dual Registration for M.A. and Ph.D. Candidates" on page 16.
(b) Holders of master's degrees other than the OISE M.A. in the same area of specialization as proposed at the doctoral level must submit further evidence of scholarly proficiency satisfactory to the Graduate Department of Education and to the admission committee in the OISE department. Ordinarily this will include reports on the master's thesis and/or other research work and publications, and recommendations from persons in a position to judge the applicant's scholarly and professional potential.
If a submitted thesis or research project does not meet the OISE department's requirements, a project known as the Qualifying Research Paper (QRP) must be completed satisfactorily before doctoral admission. Please consult the *OISE Guidelines for the QRP.*
(c) A holder of the University of Toronto M.Ed. degree with high standing may be admitted to Ph.D. candidacy. Depending on the previous degrees held and the candidate's intended area of specialization at the doctoral level, some additional coursework and/or a research paper may be required. Since the M.Ed. degree does not necessarily include a thesis or a research project, the OISE department may require a Qualifying Research Paper (QRP), which must be completed before doctoral admission. Please consult the *OISE Guidelines for the QRP.*
(d) See "Application for Admission" section for application procedures.

PROGRAM OF STUDY

Each applicant must declare the intended OISE department at the time of application. Upon admission, the student will be assigned to a faculty advisor, who will assist in planning an appropriate program of study. While additional requirements have been established in some OISE departments, the general requirements for the Ph.D. in the Graduate Department of Education are as follows:
(a) A minimum of two consecutive Winter Sessions (September through April) of full-time on-campus study (residence) to be undertaken at the beginning of the program. Ordinarily, this period of study commences in September.
Only under exceptional circumstances is it possible to interrupt this period of study after the completion of the first year of residence. A request to do so must be made in writing, outlining the reasons, to the OISE Office of Graduate Studies. Such interruption is granted for a maximum of one year and does not increase the length of degree candidacy. Students remain responsible for

meeting the appropriate deadlines for courses previously taken.
(b) Once first registered in the program, students must maintain continuous registration and pay the full-time fee until all degree requirements are completed.
(c) The number of courses in a Ph.D. degree program, as outlined in the student's letter of acceptance, is determined by the total university academic background and its relevance to the proposed specialization. Normally a student accepted to a six half-course Ph.D. program following a master's degree in exactly the same specialization as at the doctoral level would be expected to undertake at least four half-courses in the home department. Typically when more than six new half-courses are required in a program, it is because the master's degree lacks equivalence to that in the particular specialization to which the student has been accepted. Thus the additional courses should normally be taken within the OISE home department. The remaining courses can be taken in any graduate department of the University of Toronto, provided they are approved by the faculty advisor.
(d) Candidates will be required to take a comprehensive examination during the program. Consult the home department for details.
(e) A thesis embodying the results of original investigation conducted by the student under the direction of a thesis committee of the Graduate Department of Education. The thesis must constitute a significant contribution to the knowledge of the field of study. The precise title must be submitted to the Office of Graduate Studies, OISE, by October 4 of the second year of residence. The student must file the thesis committee by April 1 of the second year of residence.
All students using human subjects in their thesis research must have their thesis proposal reviewed by an Ethical Review Committee at OISE. Please consult the *OISE Guidelines for Theses and Orals* regarding thesis and ethical review procedures.
(f) A University of Toronto final oral examination on the content and implications of the thesis, to determine the adequacy of both the thesis and its defence by the candidate.
(h) All requirements for the Ph.D. program must be successfully completed within six years of first enrolment.

SPECIAL STUDENTS

An applicant accepted as a Special Student–Full Time must have completed an appropriate University of Toronto four-year bachelor's degree, or its equivalent from a recognized university. The applicant must have attained an average grade in the final year (or over senior courses) equivalent to mid-B or better.

An applicant accepted as a Special Student–Part Time must hold a degree from a recognized university. If the degree was attained with less than mid-B standing, the applicant may not apply for admission to a degree program at a later date.Courses taken as a Special Student cannot be counted for credit in a subsequent degree program at the University of Toronto.

FEES AND FINANCIAL SUPPORT

FEES

In order for students to be registered, all fees including incidental fees must be paid. Payment must be accompanied by a fees invoice and must be made as specified on the fees invoice: through a bank, in Canadian funds, payable to the University of Toronto.

Fees are subject to change by the Governing Council, University of Toronto.

ACADEMIC FEES STRUCTURE

A review of the structure of academic programs and terminology is under way.

Because the course of study in many graduate departments is unstructured and often cannot be described in terms of a specific number of courses, and because graduate education more often than not results from the sum of experiences encountered during the program, Graduate School fees are assessed on a program basis rather than on the number of courses taken. The fee charged for the Winter Session also covers the Summer Session, except for part-time Special Students and for certain degree students (see "Summer Session Students," page 42).

All academic programs specify a minimum period of registration defined as the shortest length of time a student must be registered in that program on a full-time basis in order to qualify for the degree. The minimum period of registration is stated on the student's letter of acceptance. This period establishes the minimum degree fee they must pay. Upon completion of this time period, a full-time student is expected to continue to register annually until all degree requirements have been completed. The full-time student fee is charged to a full-time student for the minimum period of registration and subsequent registrations.

Master's students proceeding to their degree on a part-time basis register in those sessions in which they are completing course requirements for the degree. When all course requirements have been completed, they must register annually and pay the part-time tuition and incidental fees until all other requirements have been fulfilled.

DEGREE FEES

The program length (or minimum period of registration) of the degree to which applicants are admitted predetermines the minimum total academic fee that they must pay prior to graduation; this fee is called the "degree fee."

At the time of graduation, the cumulative program fees paid by a master's student are calculated, and if the total is less than the degree fee, the student must pay the difference. This additional fee is most commonly charged to part-time degree students who take a heavy courseload during the Winter Session and/or take courses in the Summer Session. Full-time students who accelerate their programs and finish the degree requirements in less time than the program length cannot pay less than the fees for the program length outlined on their letter of acceptance. No degree student may pay less than the equivalent of one full-time program fee.

At the time of publication of this Bulletin the fees schedule for 1996/97 is not available. It must be anticipated, however, that fees will increase. The 1996/97 Schedule of Fees will be published in May 1996.

In the 1995/96 academic year the 1-year full-time fee was $3077 for Canadian citizens and permanent residents (international students, $14,128). The calculation of fees applicable to each program is as shown below for planning purposes.

M.Ed. Degree Candidates

The minimum program fee is equivalent to a 1.5-year full-time fee assessed for the academic year in which the program is commenced (i.e., one and one-half times the 1-year full-time fee) including the preceding summer. Most students will normally *not* have paid the minimum program fee and will, therefore, be charged a balance degree fee at the time of graduation. The balance is calculated on the individual student's pattern of study.

The M.Ed. program in Applied Psychology with specialization in Counselling Psychology (B) has required full-time on-campus study (residence), which necessitates the payment of full-time fees.

M.A. Degree Candidates

The minimum program fee for either a six or eight half-course program is equivalent to a 1-year full-time fee. The ten half-course minimum program fee is equivalent to a 1.5-year full-time fee. The twelve half-course minimum program fee is equivalent to a 2-year full-time fee.

Ed.D. Degree Candidates

Fees are assessed according to the pattern of registration. However, the full-time fee is charged for the minimum period of required full-time on-campus study (residence) and for subsequent registrations.

Ph.D. Degree Candidates

The full-time fee is charged for the minimum period of required full-time on-campus study (residence) and for subsequent registrations.

Special Students

Full-time Special Students pay the full academic fee per annum (plus incidental fees), which is equivalent to a 1-year full-time fee. Special Students who enrol on a part-time basis pay for each half-course (plus incidental fees). In the 1995/96 academic year the fee for a half-course was $645.82 (international students, $2839.15).

INTERNATIONAL STUDENT FEES

In accordance with the recommendations of the Ontario government students who are not Canadian citizens or permanent residents will be charged the higher fee unless exempted on the basis of status in Canada. (For detailed information on status contact Canadian Immigration authorities.)

All prospective international students will be required to have a student authorization, from a Canadian Immigration Office abroad, before they present themselves for admission to Canada. No visitor will be allowed to apply for student status from within Canada.

In order to obtain a student authorization for study in Toronto, immigration officials abroad require that applicants provide evidence of sufficient financial resources to support themselves during the period of study. (Estimated cost of maintenance for twelve months is between $14,000 and $17,000 plus tuition fees.)

The University Health Insurance Plan (UHIP) is compulsory for international students. It is one of the non-academic fees charged. In 1995/96 the cost for twelve months was $535.68 for a single student, $1071.36 for a family of two, and $1695.60 for a family of three or more.

FEES/CONVOCATION

Degree requirements for all students must be completed and fees must be paid before the appropriate dates (see Academic Calendar) for eligibility to convocate. Diplomas and transcripts will not be issued if students have not paid in full university housing dues, library fines, bookstore debts, or health service charges. At the time of convocation such students will, however, be allowed to participate in the ceremony and have their names appear on the convocation program.

M.Ed. students must apply to graduate either by using the student telephone service or by submitting an Application to Graduate card (see page 33).

SUMMER SESSION STUDENTS

In the 1995 Summer Session the fee was $610.82 (international students, $2268.47). Students commencing a degree program in the summer will pay the Summer Session fee. This is in addition to the Winter Session fees charged in September.

Students in the Administrator Doctoral Program fulfilling the minimum period of required full-time on-campus study (residence) during the Spring/ Summer Session will be assessed fees equal to half the 1-year full-time fee.

LATE PAYMENT FEE

A late payment fee of $43 plus $5 for each day of delay to a maximum of $93 will be assessed against any student registered in the Winter Session whose fees are not received at the Fees Department by the dates to be announced in the registration material that will be sent to the student.

MINIMUM PAYMENT

The minimum payment of fees (for other than those registering for only one term) consists of 60% of the academic fee and 100% of incidental fees. The due date for minimum payment will be announced in the registration material sent to students in July. The balance of the required fees may be paid at any time but is due by January 15 without further notice and is subject to a service charge.

SERVICE CHARGES

All outstanding fees, regardless of the source of payment, are subject to a service charge first assessed on October 15. In the 1995/96 academic year the service charge was 1.5% per month, compounded.

REBATE OF FEES

Rebate of fees, if any, will be determined by the date of receipt of a written notice of withdrawal in the Office of Graduate Studies. There is a minimum charge for withdrawals on or after the published date for the first day of classes in the Winter Session. In the 1995/96 academic year the minimum charge was $100.

STUDENT FINANCIAL SUPPORT

Unless stated otherwise, all values listed in this section relate to the 1995/96 academic year. Applicants should be aware that the value of an OISE Scholarship or Graduate Assistantship is not sufficient to cover tuition and living expenses. International applicants in particular should note that they will not be accepted without some form of financial support.

OISE GRADUATE ASSISTANTSHIPS

To support programs of full-time graduate study, the Institute offers financial assistance in the form of Graduate Assistantships having a work requirement involving educational research. The Institute welcomes applications from women, native peoples, racial minorities, and persons with disabilities. Graduate Assistants at OISE are represented by the Canadian Union of Public Employees, Local 3907 (located on the 8th floor, Suite 8-104, telephone 926-4728). Applications will be considered on the basis of the applicant's ability to assist in research and field development activities. Departmental recruitment needs and seniority in the bargaining unit will be considered on an equal basis. All new applicants to a full-time degree or diploma program are eligible to apply. Current students continuing in the same degree or diploma program should refer to the information on the application form regarding eligibility requirements. From September 1995 to April 1996 a Graduate Assistantship had a value of $8000 (plus 4% vacation pay). The value of the assistantship is determined each year.

It is important to note that an OISE Graduate Assistantship is for the specified amount and *does not cover payment of fees*. Payment of fees is the responsibility of the student, who should be in a financial position to fulfil this obligation at the beginning of the academic year.

For application forms, write to Admissions, Office of Graduate Studies, OISE. Completed applications must be received in the Office of Graduate Studies before January 15, 1996.

OISE SCHOLARSHIPS

The OISE Scholarships are awarded on the basis of academic merit. Candidates are nominated by each of the OISE departments within the Graduate Department of Education. Those eligible to be considered for OISE Scholarships are: (1) new full-time applicants to a degree program; (2) part-time degree students who will be beginning their first year of required residence in the September or January next following the time of recommendation for scholarships; (3) full-time degree students who have begun but not completed, at the time of recommendation, their first term of full-time study. Scholarship holders must be registered as full-time students in one of the four degree programs in the Graduate Department of Education.

Scholarships for the 1995/96 academic year were offered in the amount of $10,000 over a twelve-month period. It is anticipated that OISE Scholarships will have at least the same value in the 1996/97 academic year. Scholarships, subject to satisfactory performance, are ordinarily renewable for the minimum period of required full-time on-campus study (residence) in the degree program.

Scholarship recipients cannot concurrently hold an OISE Graduate Assistantship or a major award with a value of $2000 or more per academic term. It is important to note that an OISE Scholarship is for the specified amount. Payment of fees is the responsibility of the scholarship holder.

CLIFFORD C. PITT SCHOLARSHIP

The Ontario Institute for Studies in Education established the Clifford C. Pitt Scholarship to provide a measure of recognition for the many contributions Dr. Pitt made as the Institute's second Director. The scholarship will be awarded annually to an Ed.D. student for the minimum period of required full-time on-campus study (residence). Candidates are nominated by each of the OISE departments within the Graduate Department of Education on the basis of academic merit and potential for creative contribution to applied problems. The value of the scholarship for the 1995/96 academic year was $11,000. It is anticipated that the scholarship will have at least the same value in the 1996/97 academic year. Payment of fees is the responsibility of the scholarship holder.

THE BERNARD J. SHAPIRO SCHOLARSHIP

The Institute established this scholarship to provide a measure of recognition for the many contributions Dr. Shapiro made as Director of the Institute. The scholarship will be awarded annually to a doctoral student for the minimum period of required full-time on-campus study (residence). Candidates will be nominated by each of the OISE departments within the Graduate Department of Education on the basis of academic merit and the potential for significant research and scholarly contribution to the field of study. The value of the scholarship for the 1995/96 academic year was $11,000. It is anticipated that the scholarship will have at least the same value in the 1996/97 academic year. Payment of fees is the responsibility of the scholarship holder.

OISE SCHOLARSHIP FOR ABORIGINAL STUDENTS

The scholarship, with a value of $11,000, will be awarded annually to an aboriginal student who will be registered on a full-time basis in a degree program in the Graduate Department of Education (OISE), University of Toronto. Aboriginal candidates (Inuit, Native, Status Indian, Non-Status Indian, Aboriginal Members of First Nations, or Métis) who are new applicants to a degree program or current students continuing in the same degree program are eligible to apply. The recipient will be selected on the basis of academic merit and previous and intended contribution to his/her community. Preference will be given to new applicants to a degree program. Application forms must be received in the OISE Office of Graduate Studies by January 15, 1996.

ONTARIO TEACHERS' FEDERATION 50TH ANNIVERSARY SCHOLARSHIP

The Institute established this scholarship in recognition of the Ontario Teachers' Federation's 50th anniversary. With a value of $11,000, it will be awarded annually to a doctoral student who is a practising educator. The successful candidate will be selected from the nominees for the Clifford C. Pitt and Bernard J. Shapiro scholarships.

RAPP SCHOLARSHIP

This scholarship was established in recognition of the contribution of the Rapp family to the Institute. The scholarship, with a value of $11,000, will be awarded annually for the period of one year to the highest-ranking student who applied for, but was not awarded, a Social Sciences and Humanities Research Council doctoral fellowship. Payment of fees is the responsibility of the scholarship holder.

Application forms for the following three fellowships (Hetty Chu, Margaret Hambly, and Wilfred Wees) are available in November from the Office of Graduate Studies, OISE, and must be submitted by January 15 to the Registrar in that Office along with an outline of the applicant's financial position (as well as all supporting documentation for application for admission).

THE HETTY C. CHU MEMORIAL FUND

The Hetty C. Chu Memorial Fund was established in honor of Hetty Chu, an OISE alumna, by her family. The purpose of the fund is to establish a fellowship for full-time students of OISE with demonstrated potential and promise of service to the educational, or related, field. The fellowship has a value of $800 per academic year. A statement pertaining to past contribution to the educational or related field must accompany the application. A person may be considered for and awarded the fellowship for more than one academic year.

At the time of application, a candidate must be:
(a) a resident in Canada, preferably in Ontario, twenty-five years of age or over;
(b) a holder of a bachelor's degree from a recognized/accredited university and acceptable under OISE's admission policy;
(c) in full-time paid employment for at least two continuous years prior to enrolment at OISE; and
(d) in need of financial assistance.

MARGARET I. HAMBLY MEMORIAL FUND

The Ontario Institute for Studies in Education has established the Margaret I. Hambly Fund in memory of the Institute's first Registrar. The fund is intended primarily for persons over thirty-five years of age who are residents of Canada and are returning to continue their studies after being out of the work force for a number of years. Funds will be available to both full-time and part-time students. Criteria for the award will be firstly demonstrated potential and promise of service to the educational community and secondly financial need. A statement pertaining to past contribution to education must accompany the application.

WILFRED RUSK WEES FELLOWSHIP

The Wilfred Rusk Wees Fellowship was established in honor of Wilfred Wees, an OISE faculty member, by his wife. The fellowship has a value of $1500 per academic year. In order to qualify for consideration an applicant must plan to study on a full-time basis, read Dr. Wees's thesis entitled "The Effect of the Form of Presentation on the Form of Reproduction of Prose Passages," and submit a 2500-word essay on the thesis. The thesis is available from both the OISE R. W. B. Jackson Library and the Robarts Library at the University of Toronto. The essay must be submitted to the Registrar, Office of Graduate Studies, by February 15.

In keeping with OISE's commitment to unfettered scholarship and to combating all forms of discrimination, applicants are encouraged to attend to the sociological and historical contexts in which Dr. Wees's thesis was submitted and accepted by the University of Toronto in the 1930s. Applicants are also encouraged to submit essays that consider the development of our understanding of the origins, functions, and implications of racism in education, should this aspect of the thesis prove of interest to them. The fellowship will be awarded on the basis of academic merit, financial need, and the quality of the essay.

CHRISTOPHER PARKER MEMORIAL FUND

The fund was established through a foundation at OISE to provide a one-time grant to support full-time students with disabilities, to enable them to continue their studies when financial emergencies occur. Under the terms of the fund, preference is given, but not limited to, students with hearing impairments and students in the field of special education. Application forms are available from the Office of Graduate Studies. Applications will be considered as they are received.

LOUIS J. ZUKER, Q.C., AND PEARL H. ZUKER MEMORIAL FUND

This fund has been established by Judge Marvin A. Zuker in memory of his parents to help an international student, registered on a full-time basis at OISE, with an emergency financial need. The sum of $800 will be awarded each academic year in January. Candidates are nominated by each of the OISE departments within the Graduate Department of Education. Nominations are limited to one per OISE department and must be accompanied with a brief description of the emergency need.

BURSARY ASSISTANCE

OISE Bursaries are available, on the basis of need, to full-time students who are registered in a degree program in the Graduate Department of Education and whose continuation in that program is in jeopardy for financial reasons. In extraordinary circumstances, part-time degree students who meet the need criteria for a bursary may be eligible for bursary assistance. Special Students are not eligible. The bursary is not considered to be a source of long-term funding for a student's program, but is intended to be a bridge for a temporary lack of funds. First-year students are normally not eligible for consideration until the second Winter Session term. Students with scholarship support or who are eligible for OSAP are normally not eligible for bursary funding. Application is through the OISE department.

ONTARIO GRADUATE SCHOLARSHIP PROGRAM

Ontario Graduate Scholarships are available to students with a high level of academic achievement. A Scholar receives $3953 per term. Awards will be for two or three consecutive terms. Awards are intended primarily for Canadian citizens and permanent residents. Preference is given to Ontario residents.

Application forms are available as follows:
(a) For students currently enrolled in a graduate program: their OISE home department.
(b) For prospective full-time students:
Ontario Graduate Scholarship Program
Student Support Branch
Ministry of Education and Training
189 Red River Road—4th floor
P.O. Box 4500
Thunder Bay, Ontario P7B 6G9
The deadline for submitting applications for the following academic year is mid-October.

SOCIAL SCIENCES AND HUMANITIES RESEARCH COUNCIL OF CANADA DOCTORAL FELLOWSHIPS

Awards offered by the Social Sciences and Humanities Research Council of Canada are available to Canadian citizens or permanent residents of Canada living in the country at the time of application. Among these are doctoral fellowships, which in 1995/96 had a value of $14,436.

Application forms are available as follows:
(a) For students currently enrolled in a graduate program: their OISE home department. Closing date is usually late October for the following academic year, but it will be announced by the home department in the fall.
(b) For prospective full-time students:
Fellowships Division
Social Sciences and Humanities Research Council of Canada
P.O. Box 1610
Ottawa, Ontario K1P 6G4

Closing date is October 15 for the following academic year.

FEDERATION OF WOMEN TEACHERS' ASSOCIATIONS OF ONTARIO SCHOLARSHIPS

The Federation of Women Teachers' Associations of Ontario offers three scholarships of $7500 each for doctoral study in education. The first, the Ruby Kinkead Memorial Doctoral Scholarship, is awarded for doctoral study at the University of Toronto. The second, the L. Dorothy Martin Doctoral Scholarship, is for doctoral study in education at any university of the candidate's choice. The third, the Florence I. Henderson Doctoral Scholarship, is for doctoral study in education at any accredited Canadian university. Applicants must be members of the Federation of Women Teachers' Associations of Ontario.

In addition, the following scholarships are available: the Shirley Stokes Scholarship of $5000 for postgraduate work in women's studies at a Canadian university; the Joan Sneddon Scholarship of $5000 for study at the master's level in education or other subject area; the Patricia Johnson Memorial Scholarship of $5000 for study at the graduate level related to the library resource centre; the Evelyn Johnson Scholarship of $5000 for study at the graduate level in the area of anti-racist or race/ethnocutural equity education at an approved university; and the Open Scholarship of $5000 for study at the master's level in education or other subject area.

Further details and application forms are available from:

Executive Director, FWTAO
1260 Bay Street
Toronto, Ontario M5R 2B8.

Forms must be submitted by May 1.

ONTARIO ENGLISH CATHOLIC TEACHERS' ASSOCIATION SCHOLARSHIPS AND FELLOWSHIPS—$7000

The Ontario English Catholic Teachers' Association offers three scholarships for graduate study in the amount of $7000 each. It also offers three fellowships for Religious Studies in the amount of $7000 each (graduate or undergraduate). These awards are available to statutory or voluntary members in good standing with the Association.

Further details and application forms are available from:

General Secretary, OECTA
65 St. Clair Avenue East
Toronto, Ontario M4T 2Y8

Forms must be submitted by April 1.

ONTARIO PUBLIC SCHOOL TEACHERS' FEDERATION SCHOLARSHIPS

The Ontario Public School Teachers' Federation offers the Win Davies Memorial Scholarship, which provides up to $15,000 payable over a two-year period to an OPSTF member pursuing full-time studies leading to a Ph.D. degree in educational studies, or up to $7500 within a one-year period to a member pursuing full-time studies leading to an Ed.D. degree in educational studies.

The Dr. R. L. Lamb Scholarship pays up to $7500 to an OPSTF member pursuing full-time studies leading to an Ed.D. degree in educational studies.

The OPSTF Golden Anniversary Awards provide financial assistance to OPSTF members pursuing graduate studies in education at the master's or doctoral level. The amount of these awards varies from year to year.

For more information and application forms, contact:

OPSTF Awards Committee
5160 Orbitor Drive
Mississauga, Ontario L4W 5H2

Closing date for application is January 31 (midnight postmark).

ONTARIO SECONDARY SCHOOL TEACHERS' FEDERATION—SCHOLARSHIPS AND AWARDS

These awards, totalling $24,600, include the Brick Robb Memorial Scholarship for Educational Research, the Dr. S. G. B. Robinson Travelling Fellowship, the S. Hunter Henry Memorial Award, and the Ansley Memorial Award. The last two are granted only to OSSTF members. The Brick Robb may be granted to members of any OTF affiliate, and the Robinson to members of any CTF member organization.

Further details and application forms are available from:

Scholarship Committee, OSSTF
60 Mobile Drive
Toronto, Ontario M4A 2P3

Applications must be submitted by January 31.

THE WILLIAM PAKENHAM FELLOWSHIPS: TWO AWARDS—$5000 EACH

Recipients of these awards must pursue full-time study in education in the Winter Session in which they hold the award at the University of Toronto, or at some other university approved by the Faculty of Education, University of Toronto. Applicants must be residents of Ontario, holding a bachelor's degree and a teacher's certificate valid in a Canadian province, and must submit a record of professional experience and evidence of ability to make a contribution to education in Canada as a result of further work.

An application form may be obtained from:

Registrar, Faculty of Education
University of Toronto
371 Bloor Street West
Toronto, Ontario M5S 2R7

Completed applications must be received by March 15.

THE SOROPTIMIST FOUNDATION OF CANADA

The Soroptimist Foundation of Canada annually offers several $5000 grants to female graduate students to assist them with university studies that will qualify them for careers serving people by improving the quality of their lives. (As an example, but not limited to the following: providing medical services; providing legal counselling and assistance; counselling mature women entering or re-entering the labor market; counselling battered women; filling administrative positions in women's centres; counselling and training women for nontraditional employment.) An applicant, to be eligible, must be:

(a) a female and a Canadian citizen or permanent resident;
(b) registered in a graduate program of studies in an accredited university and pursuing a course of studies that will lead directly to a career of service to people, especially women;
(c) intending to spend a minimum of two years in such a career in Canada.

Application forms are available from the Office of Graduate Studies, OISE, and must be submitted by January 31 to the address indicated on the application form.

NAOMI GRIGG FELLOWSHIP FOR POSTGRADUATE STUDIES IN GERONTOLOGY

The Soroptimist International of Toronto provides for a fellowship with a value up to $7500 to be awarded to a student enrolled full-time in a graduate program in an area of study related to gerontology. (As an example, but not limited to the following: health care, housing, and social, legal, psychological, and recreational services.)

An applicant, to be eligible, must be:
(a) a Canadian citizen or permanent resident, and a resident of Ontario, who can demonstrate need;
(b) registered in an accredited post-graduate degree program and specializing in an area of study related to gerontology;
(c) an individual who has shown through his/her work a demonstrated involvement in the field of gerontology for a period of not less than four years and a commitment to this area of study;
(d) intending to spend a minimum of two years after the time of study working in this field in Canada.

Application forms are available from the Office of Graduate Studies, OISE, and must be submitted before March 31 to the address indicated on the application form.

EMERGENCY STUDENT LOANS

Full-time students in need of financial assistance may apply for an OISE Emergency Student Loan. Consideration will be given only to applicants who face critical financial situations of an emergency nature. Applicants must demonstrate that the need was unanticipated and there is no other reasonable recourse. Contact Margaret Brennan in the Office of Graduate Studies, OISE, for more information. Part-time students should apply to the OISE Alumni Association Emergency Fund. Application forms are available in the OISE department.

Please note: Notices are posted outside the Office of Graduate Studies (11th floor lounge) pertaining to awards other than those listed here. In addition, a Graduate Awards Database system is available in the R. W. B. Jackson Library, OISE.

COURSES OF INSTRUCTION

Courses of instruction are numbered according to the OISE department with which they are primarily identified. In most instances the first two digits in the course number designate the department; e.g., the 11 in 1125 and the 31 in 3124 refer to the Department of Adult Education. (See the table of contents of this Bulletin for the number key.) Normally the initial digit 1 indicates a master's-level course and 3 a doctoral-level course. The exceptions are courses beginning with a 4 or a 5, which constitute the Adaptive Instruction specialization in the Department of Applied Psychology and the Department of Curriculum at the master's and doctoral levels.

Since OISE represents the University of Toronto Graduate Department of Education, all courses carry the identifier EDT before the course number on the record system.

Most courses are offered as half-courses, shown by an H following the course number. Full courses are identified by a Y after the course number.

COURSE DEFINITIONS

Six half-courses ordinarily constitute a full-time program in the Winter Session (typically three in each term). Each half-course normally meets for thirteen sessions of two and one-half hours or for twelve sessions of three hours. A full course normally meets for two terms. Two half-courses constitute a full-time program in Summer Session; each half-course normally meets for six hours a week.

INDIVIDUAL READING AND RESEARCH COURSES

When an individual reading and research course is undertaken for graduate credit it must be supervised and evaluated by a member of the graduate faculty. A course description and a rationale explaining the relevance of the course to the individual degree program must be submitted and approved by the student's department of specialization and then placed on file in the Office of Graduate Studies. The form must be in the Office of Graduate Studies by September 5 for first term and full year courses, by December 15 for second term courses, and by June 15 for Summer Session courses. Further, the student is required to have frequent consultation, in person, with the faculty member giving the course. The student therefore must be on campus or at least in close proximity so that frequent meetings, ideally once a week, can occur.

DEADLINES FOR COURSE CHANGES AND COURSE COMPLETION

The deadline beyond which a course cannot be added is October 4 for first term courses and courses running all year and January 20 for second term courses. November 1 is the last day to withdraw without academic penalty for first term courses and February 21 for second term courses and courses running all year. July 15 is the deadline for dropping or adding courses in the Summer Session. After these dates no changes can be made. Should a student not continue in the course, the course itself will remain on the record (transcript) with a WDR (Withdrawal). Should a student continue in the course but not complete the requirements for the course, it will remain on the record (transcript) and a grade of Incomplete or Failure will be assigned. If a student has incomplete courses, others must be added to fulfil the degree requirements.

The following grade submission dates are mandatory. They represent the dates the grades are due in the Office of Graduate Studies. Please note that sufficient time must be allowed for the instructor to grade the paper in order to comply with these dates. The deadline for submission of papers will therefore be determined by the instructor.
First Term: Grades for first term courses are due by January 20. May 16 is the final date for SDF designations to be replaced by a grade or an FZ.
Second Term: Grades for second term courses and for full and half-courses running all-year are due by May 16. September 30 is the final date for SDF designations to be replaced by a grade or an FZ.
Summer Session: Summer Session course grades are due by September 30. January 20 is the final date for SDF designations to be replaced by a grade or an FZ.
Only in very rare circumstances would an appeal for an extension beyond the final deadline dates be considered. (See Student Appeals, page 17.)

It must be emphasized that throughout a degree program at OISE the responsibility rests with the student to ensure that the Office of Graduate Studies is notified by the appropriate dates of any changes in courses and of any other relevant information concerning the program.

First term grades will be mailed to students in mid-February. Second term and full year course grades will be mailed to students in mid-June. Summer Session grades will be mailed toward the end of October.

GRADING SYSTEM

The grading practices of the Graduate Department of Education fall within the general framework of the University of Toronto School of Graduate Studies (SGS) grading system, and have the following features:
(a) The grading system has a primary classification of A, B, and FZ, which have the following meanings:
—A: original work, very well organized and expressed, sound critical evaluations, clear command of techniques and principles of the discipline, etc.
—B: good grasp of the topics, accurate knowledge, some evidence of critical evaluation, ability to synthesize and to discriminate relevant issues, etc.
—FZ: glaring inaccuracy and confusion, little or no grasp of techniques and principles, trivial and irrelevant treatment of topics; in general, a failure to demonstrate the minimal knowledge and skills for effective work in the discipline.
(b) The instructor is asked to make secondary distinctions within the first two classes, A and B, by using + and – to signify a grading within each class from high to low, and will assign a letter grade of A+, A, A–, B+, B, B–, or FZ.

A small number of Pass/Fail or Credit/No Credit (CR or NCR) courses are offered in the Graduate Department of Education. Such courses must have the prior approval of the Graduate Department of Education and the University of Toronto School of Graduate Studies before they can be offered in this manner. All students in such courses are graded as Pass or Fail (CR or NCR). No letter grades can be assigned.

The School of Graduate Studies defines the following non-grade course reports that may appear on transcripts:

INC—Incomplete: Assigned by the instructor or departmental review committee as a final report where coursework is not completed and where there are not grounds for assigning a failing grade. This is a final report. It carries no credit for the course and is not considered for averaging purposes.

IPR—In progress: Assigned by the instructor as the report for a course that is continued in a subsequent session or program. The final grade for the course will appear only once and only for the last enrolment. IPR carries no credit for the course and is not considered for averaging purposes.

NGA—No grade available: Assigned by the Associate Dean in the extraordinary case that a grade is not available for a student due to the failure of an instructor to submit a grade or report by the appropriate deadline. The instructor must replace this by a regular grade or by another non-grade course report as soon as possible. It carries no credit for the course and is not considered for averaging purposes.

SDF—Standing deferred: May be assigned by the departmental review committee (at OISE, the Degrees and Appeals Subcommittee) on the basis of incomplete coursework, upon an instructor's recommendation, for medical or similar reasons or, under exceptional circumstances, for academic reasons. Documentation concerning the circumstances must be attached to the instructor's original marks list when the SDF is first assigned. It must be replaced by a regular grade assigned by the instructor before the expiry of a specific extension period and, except in the most extenuating circumstances, no later than the SGS grade submission deadline following the original one for that course. The deadlines for submission of letter grades to replace SDF grade reports are as follows:

Summer Session courses—
January 20
First term courses—May 16
Full-year courses—September 30
Second term courses—September 30

Any SDF grades still outstanding after the above deadlines (or a new one established by the departmental review committee) will be changed to a failing grade. SDF carries no credit for the course and is not considered for averaging purposes.

WDR—Withdrawal without academic penalty: Assigned, when there are extenuating circumstances, by the departmental review committee upon approval of a student's request for a late withdrawal from a course. It carries no credit for the course and is not considered for averaging purposes.

XMP—Exemption: Granted on the basis of credit for work done elsewhere. It carries credit for the course but is not considered for averaging purposes.

Please note: An Incomplete or Failed course may be taken again, but a course resulting in a passing grade cannot be repeated.

GRADING PROCEDURES

(a) As early as possible in each course, and no later than the final date to enrol in courses, the instructor will make available to the class the methods by which student performance will be evaluated and the relative weight of these methods.

(b) After the methods of evaluation have been made known, the instructor may not change them or their relative weight without the consent of at least a simple majority of the students enrolled in the course.

(c) Commentary, appropriate in the instructor's judgment, on assessed work, other than final examinations, and time for discussion of it will be made available to students. Commentary, appropriate in the instructor's judgment, on final examinations and time for discussion of it will be made available to students at their request.

(d) The deadline for submission of papers will be determined by the instructor to allow for sufficient time to meet the University of Toronto School of Graduate Studies grade submission deadlines.

(e) Grades are to be determined on the basis of the instructor's best judgment according to the evaluation procedure established in the course. The assigning of grades is solely the instructor's prerogative and will not be based on any system of quotas.

(f) Should a dispute over an academic or procedural matter relating to a grade not be resolved through the recommended channel of discussions with the instructor and within the OISE department, the student may make an appeal to the OISE Degrees and Appeals Subcommittee, through the Office of Graduate Studies (see Student Appeals, page 17). Any student whose work is judged to be unsatisfactory by the Graduate Department of Education may be required to withdraw at any time.

TRAVAUX ET THÈSES EN FRANÇAIS

La plupart des cours qu'offre l'Institut d'études pédagogiques de l'Ontario sont en anglais. Cependant, les étudiantes et les étudiants qui le désirent pourront soumettre leurs travaux en français en prenant les dispositions nécessaires avec les professeures et professeurs dont les noms apparaissent ci-dessous. Nous recommandons aux étudiantes et étudiants de bien vouloir rencontrer leur(s) professeure(s) ou professeur(s) au préalable s'ils souhaitent remettre leurs travaux en français.

Department of Adult Education

S. H. Razack, A. M. Thomas, A. M. Tough, D. N. Wilson

Department of Applied Psychology

E. Geva, B. Schneider, L. Siegel, J. Wiener

Department of Curriculum

B. J. Burnaby, S. Churchill, A. Cumming, J. P. Cummins, G. Feuerverger, N. J. Frenette, D. Gérin-Lajoie, G. Hanna, M. B. Harley, N. Labrie, S. Lapkin, L. D. McLean, R. S. McLean, M. K. Swain

Higher Education Group

R. E. S. Hayhoe

Department of History and Philosophy of Education

A. Prentice

Department of Sociology in Education

G. E. Burns (Centre du Moyen-Nord/Nord-Est), M. Eichler, M. Heller, D. W. Livingstone, C. P. Olson

Voir la section «Interdisciplinary Focuses» pour une description des cours en français, sous la rubrique Études en français.

INTERDEPARTMENTAL SPECIALIZATIONS

Faculty in several departments are collaborating in the development of interdepartmental specializations to facilitate program selection and planning for students who wish to pursue studies in an area of specialization that involves two or more OISE departments. Participating faculty and departments are working toward establishing common courses and comprehensive requirements for these specializations. At this time the four interdepartmental specializations described in this section have been formally established.

Two further areas are in the process of being established as interdepartmental specializations: Comparative, International, and Development Education; and Critical Pedagogy and Cultural Studies. Participating faculty and relevant courses are listed in the following section, "Interdisciplinary Focuses."

Students must still apply to a specific department, but those interested in enrolling in an interdepartmental specialization should so indicate on their application form (B#3).

ADAPTIVE INSTRUCTION

The Department of Curriculum and the Department of Applied Psychology are offering a specialization in Adaptive Instruction. This specialization is concerned with how teaching and learning can be effective in the modern classroom. Factors that contribute to the diversity of students are considered, such as multicultural backgrounds, societal factors, learning and behavioral differences, and factors that impact on teachers and teaching, particularly in the core skills areas of reading and literacy.

For details and course descriptions, see the Adaptive Instruction section in the listings of these two departments.

APPLIED COGNITIVE SCIENCE

Applied Cognitive Science at OISE links faculty and students from diverse fields who share an interest in the rapidly developing field of cognitive science. Students can specialize in Applied Cognitive Science through master's and doctoral programs. Individualized programs are designed in consultation with cognitive science faculty in the OISE departments of Applied Psychology and Curriculum/Computer Applications. Student programs are coordinated by faculty in the Centre for Applied Cognitive Science and may consist of courses offered throughout OISE as well as courses offered by the broader cognitive science community of the University of Toronto, which includes members of the departments of Computer Science, Linguistics, Philosophy, and Psychology. Among the strengths of the Applied Cognitive Science specialization is the variety of programs, scholars, research laboratories, graduate seminars, interdisciplinary projects, and computing facilities to which it provides access.

Applied cognitive science is a research-oriented specialization, emphasizing an

apprenticeship approach. Accordingly, whether students plan an academic research career or a career in a more applied setting, they are encouraged to involve themselves in research programs of members of the Centre for Applied Cognitive Science. These research programs cover a wide range of efforts to improve education by extending scientific understanding of the human mind. Applied cognitive science is broadly conceived, encompassing the emotional and cultural as well as the more purely intellectual aspects of mental life.

Admission

Applicants must meet admission requirements of a participating department. They must indicate their interest in this specialization on their application form (B#3).

Requirements

Individual student programs must meet the requirements of both the home department and the Applied Cognitive Science specialization. Normally a careful selection of courses will satisfy this stipulation, without any additional courseload.

Master's degree students are required to take six courses, including:
(a) 1206 Proseminar in Cognition;
(b) 1226 Selected Problems in Educational Psychology;
(c) at least one of 1233 Cognition, Development, and Education and 1234 Foundations of Cognitive Science;
(d) one course in research methodology, to be determined in consultation with the faculty advisor.

Where required, doctoral students take comprehensive examinations, planned with a representative of the home department, so as to meet both departmental and Applied Cognitive Science requirements.

Faculty Advisors

Students will be advised by faculty from their home departments who are also participants in the Applied Cognitive Science interdepartmental specialization: Carl Bereiter, Esther Geva, Daniel Keating, Marc Lewis, Peter Lindsay, Keith Oatley, David Olson, Linda Siegel, Keith Stanovich (Applied Psychology); Alister Cumming, William Olivier, Marlene Scardamalia (Curriculum/Computer Applications). In selecting a thesis supervisor, however, students are not restricted to faculty from the home department.

Courses

Courses that may be counted toward a specialization in Applied Cognitive Science include: 1206, 1226, 1233, 1234, 1237, 3200, 3203, 3209, 3220, 3237, 3243, 3244, 3282, 3287, 5281, and 5283 (Applied Psychology); 1313, 3310, and 3502 (Curriculum/Computer Applications).

Other relevant courses, including courses from other departments in the university, may be counted toward requirements with approval of the faculty advisor and the Office of Graduate Studies.

TRANSFORMATIVE LEARNING

The Transformative Learning interdepartmental specialization involves faculty and students from several OISE departments who are taking an interdisciplinary approach to global ecological and social issues as they relate to education. In both master's and doctoral programs students can specialize in global issues while also registered in one of the following departments: Adult Education, Curriculum, History and Philosophy of Education, and Sociology in Education. The specialization is grounded in the assumption that the pressing global concerns of today cannot be understood through a conventional paradigm or through a single disciplinary approach. It integrates such areas as ecology, peace studies, anti-racist education, social justice issues, development studies, indigenous knowledge, native studies, religious studies, worldviews and ways of life, social economy, theory of democracy, adult education and social change, participatory research, popular education, feminism, reproductive technologies, alternative futures, international migration, multiculturalism, popular culture, and family change. Through the specialization its members have links with the Faculty of Environmental Studies at York University, the Nicaraguan Institute of Popular Education and Research (INIES), the Global Education Project of the Ontario Teachers' Federation, and a variety of community-based organizations.

Admission

Applicants must meet the admission requirements of a participating OISE department. (It is possible to apply to more than one department, rank ordering department preference on the application form.) Applicants must indicate their interest in the Transformative Learning specialization on the application form (B#3).

Requirements

Normally, half of a student's courses must be taken in the home department and half in the Transformative Learning specialization. Usually, because of overlap between departmental and specialization course offerings, it is possible to meet this requirement and still take courses elsewhere. Students can take more than the minimum required number of courses in their home department and in the specialization. In cases where the home department requires a comprehensive examination and major research paper or a thesis, these will as far as possible be conducted or supervised by faculty involved in the specialization.

Faculty Advisors

Students will be advised by faculty from their home department who are also participants in the Transformative Learning specialization: Budd Hall, Angela Miles, Jack Quarter, Sherene Razack, Edmund Sullivan, and Allen Tough (Adult Education); Derek Hodson, Jack Miller, and Roger Simon (Curriculum); Clive Beck, David Levine, Dieter Misgeld, and Harold Troper (History and Philosophy of Education); George Dei, Margrit Eichler, Roxana Ng, and Paul Olson (Sociology in Education).

A student's thesis supervisor need not be from the home department. However, at least one thesis committee member must be.

Courses

Courses that may be counted toward the specialization in Transformative Learning include: 1105, 1111, 1131, 1136, 1143, 1144, 1148, 3116, and 3119 (Adult Education); 1354, 1366, and 1386 (Curriculum); 1405, 1420, 1422, 1428, 1429, 1434, 1444, 1481, 1489, 3423, and 3428 (History and Philosophy of Education); 1900, 1903, 1917, 1947, 1948, 1954, 1979, and 3935 (Sociology in Education).

WOMEN'S STUDIES/FEMINIST STUDIES

Women's Studies/Feminist Studies at OISE involves faculty and students from a number of departments who share interests in this large and growing field of scholarship, activism, and research. Students can specialize in Women's Studies/Feminist Studies through master's and doctoral programs within the following OISE departments: Adult Education, Applied Psychology, History and Philosophy of Education, and Sociology in Education. The Women's Studies/Feminist Studies faculty in these departments may be consulted in the design of individualized programs of study, while the Centre for Women's Studies in Education coordinates these programs. Programs include courses in areas of women's/feminist studies, gender relations, and sex differences and similarities that are offered in each of the above departments as well as other OISE departments and other departments of the University of Toronto. The bases for this specialization include the large number of feminist scholars on the faculty, a variety of research projects, the many students working in the area, the Women's Educational Resource Centre, and the Centre for Women's Studies in Education, which has a strong and active research program.

Admission

Applicants must meet the admission requirements of a participating department. They must also indicate Women's Studies/Feminist Studies on their application forms (B#3). Students with undergraduate degrees or coursework in women's studies are especially strong applicants for this specialization.

Requirements

Individual student programs must meet the requirements of the home department. There are no specific required courses at either the master's or doctoral level. However, it is expected that the majority of the required departmental and extradepartmental courses will be in Women's Studies/Feminist Studies. Courses outside the department will be determined in consultation with the faculty advisor. Where required, doctoral students take comprehensive examinations planned by Women's Studies/Feminist Studies representatives of the home department so as to meet the degree requirements of the department and of the specialization.

Faculty Advisors

Students will be advised by faculty from their home department who are also participants in the Women's Studies/Feminist Studies interdepartmental specialization: Helen Lenskyj, Angela Miles, Sherene Razack, Kathleen Rockhill (Adult Education); Margaret Schneider (Applied Psychology); Johan Aitken (FEUT); Deanne Bogdan, Ruth Pierson, Alison Prentice (History and Philosophy of Education); Sandra Acker, Kari Dehli, Margrit Eichler, Roxana Ng, Dorothy Smith (Sociology in Education). In selecting a thesis supervisor, students are not restricted to faculty from their home departments. Students are advised to contact Helen Lenskyj (Adult Education), the Coordinator of the Women's Studies/Feminist Studies interdepartmental specialization, early in their program.

Courses

A complete listing of courses taught by feminist faculty and courses taught with a pro-feminist perspective is provided in a brochure available from the Centre for Women's Studies in Education.

INTERDISCIPLINARY FOCUSES

The term "focus" has been chosen as a relatively informal term to refer to interdisciplinary emphases in graduate studies at OISE that may help students to orient their work toward a specific problem area. It must be emphasized that a focus does not constitute a program, and hence a student cannot enrol in a focus or obtain a degree in a focus. A student who participates in a focus must be enrolled in a departmental program, and must be receiving basic training in an educational discipline (or disciplines). However, applicants interested in one of these areas should so specify on the application form (B#3).

The focuses described here vary in breadth, detail, and availability of courses from year to year. It must be emphasized that they are intended to serve as guides to students' program planning in relation to their professional roles, interests, and long-term goals.

In the listings it is not indicated whether the courses mentioned are half-courses or full courses. For both course descriptions and credit weighting, it will be necessary to check with the departmental sections of this Bulletin.

COMPARATIVE, INTERNATIONAL, AND DEVELOPMENT EDUCATION

The experience and interests of faculty involved in this area of concentration permit students to examine comparatively both formal and non-formal educational programs, for children and adults, as they occur in both developing and developed nations, from several theoretical perspectives. The common core is an interest in studying teaching and learning in a variety of cultural or national settings.

Available courses may be of interest to Canadian students who wish to work and live in other cultures, who wish to understand their own educational reality better by comparing it with other societies, or who wish to better understand the educational and social systems from which many learners come in our multicultural society; and to international students who wish to relate their studies at OISE more directly to their own societies and learning systems.

The courses and faculty most directly involved in this area of concentration are in the departments of Adult Education, Curriculum, and Sociology in Education and in the Higher Education Group. Academic coordination is managed by the Comparative, International, and Development Education Centre. Core faculty include: Michael Connelly, George Dei, Joseph P. Farrell, Budd Hall, Ruth Hayhoe, David Livingstone, Dieter Misgeld, Paul Olson, Alan Thomas, and David Wilson. Students interested in this area should enrol in a regular degree program in Adult Education, Curriculum, Higher Education, or Sociology in Education, noting this as their special area of interest. Further information may be obtained from Joseph P. Farrell, Head, Comparative, International, and Development Education Centre.

CRITICAL PEDAGOGY AND CULTURAL STUDIES

This focus is concerned with how education (broadly construed) has fostered symbolic dominance (often in conjunction with physical and material oppression), and how such injustice might be transcended by a critical pedagogy. Substantive research interests include: the relevance, and social construction, of sexuality, gender, ethnicity/race, language, and class to social, educational, and communicative competencies and capacities; critical ethnography; analysis of cultural forms in writing, text, film, youth styles; the culture of the school; public alternative schools; progressive, libertarian, and radical critiques of schooling; the political economy of education; global peace and education; multiculturalism; comparative and Third World education; ideologies; education and the labor market; historical-sociological studies of state formation and moral regulation; teachers as workers; and development of critical teaching materials and strategies.

Faculty actively working in this focus are: Helen Lenskyj, Angela Miles, Jack Quarter, Sherene Razack, Kathleen Rockhill, and Edmund Sullivan (Adult Education); James Cummins, Diane Gérin-Lajoie, Robert Morgan, and Roger Simon (Curriculum); David Corson (Educational Administration); Malcolm Levin (History and Philosophy of Education); Kari Dehli, George Dei, Monica Heller, David Livingstone, Roxana Ng, and Paul Olson (Sociology in Education).

Interested students should review the courses offered by participating faculty and consult either Roger Simon or Kari Dehli.

ÉTUDES EN FRANÇAIS

Le Département de curriculum, en collaboration avec le Centre de recherches en éducation franco-ontarienne, offre un programme multidisciplinaire de M.Ed. qui s'intitule «Études franco-ontariennes en éducation» et qui se donne entièrement en français par le biais de l'éducation à distance. Trois cours sont obligatoires. Il s'agit des cours 1300 «Fondements des programmes scolaires», 1900 «Introduction à la sociologie de l'éducation» et un cours de méthodes de recherche (quantitative ou qualitative). Quelques cours sont aussi offerts sur place à Toronto. Il est à noter que le programme à distance est ouvert également à la clientèle étudiante de Toronto.

Les étudiants doivent tenir compte des conditions d'admission en vigueur au Département de curriculum.

Pour de plus amples renseignements sur les cours de ce programme, veuillez consulter les sections «Department of Curriculum» et «Department of Sociology in Education». Pour tout renseignement, veuillez contacter le Bureau de la Coordonnatrice des programmes en français, au poste 2290, ou le Bureau des études supérieures de l'IÉPO, au poste 2608.

LANGUAGE AND CRITICAL PEDAGOGY

Linguistic and cultural diversity has always characterized human societies and has played a central role in mediating power relations between dominant and subordinate groups. In the Canadian context, the suppression of the languages and cultures of native and Inuit peoples, of francophone and immigrant minorities, and of the deaf has contributed substantially to problems of social inequality. Linguistic factors also intersect in complex ways with unequal relations of gender and class.

Students who are interested in exploring how language use and language learning interact with dimensions such as class, race, ethnicity, and gender in mediating power relations within education are encouraged to consult with the following faculty members: James Cummins, Robert Morgan, and Roger Simon (Curriculum); David Corson (Educational Administration); Monica Heller (Sociology in Education).

MULTICULTURAL EDUCATION

This focus recognizes the importance of multicultural/multiracial populations that make up Ontario and Canada as a whole. Courses provide students with both seminar instruction and practical learning experiences in multicultural education. Faculty members involved include: Peter Gamlin and Budd Hall (Adult Education); Stacy Churchill, Alister Cumming, James Cummins, Grace Feuerverger, and Birgit Harley (Curriculum); David Corson (Educational Administration); Harold Troper (History and Philosophy of Education); George Dei, Monica Heller, and Roxana Ng (Sociology in Education).

Courses include: 1128 and 3116 (Adult Education); 1203, 1213, 3221, and 3234 (Applied Psychology); 1317, 1334, 1335, 1336, 1337, 1380, 3318, and 3387 (Curriculum); 1019 and 1045 (Educational Administration); 1428, 1429, and 3428 (History and Philosophy of Education); 1903, 1942, 1947, 1948, and 3903 (Sociology in Education)

Students from any OISE department may develop an emphasis in the area of multicultural education. Particular interests may be pursued through individual reading and research courses at OISE, in addition to the courses listed above, and through courses offered in other University of Toronto graduate departments, notably Sociology, History, and Anthropology. Faculty involved in this focus wish to point out that multicultural education may be approached from the point of view of a variety of disciplines—e.g., sociology, psychology, history, anthropology.

THE NATURE AND DEVELOPMENT OF LITERACY

Literacy is a term that denotes forms of competence and sociocultural relations important in understanding and participating in modern society. This focus is concerned with the forms of thinking and the forms of social action that literacy makes possible, and that make literacy possible, in school and societal settings.

Research interests include: literacy, language, and learning; literacy and the structure of competence; literacy and knowledge-building; literacy and political formations; assessment of literacy; the social contexts of adult literacy; culture, context, and second-language learning; literature and literacy; literate computer environments; literacy and gender; social literacies; and the sociocultural organization of literacy events.

Faculty involved in teaching and research include: Budd Hall and Kathleen Rockhill (Adult Education); Carl Bereiter, Esther Geva, David Olson, Linda Siegel, Keith Stanovich, and Dale Willows (Applied Psychology); Johan Aitken, David Booth, Barbara Burnaby, Alister Cumming, Leslie McLean, Robert Morgan, Marlene Scardamalia, and Gordon Wells (Curriculum); David Corson (Educational Administration); Deanne Bogdan (History and Philosophy of Education); Kari Dehli, James

Heap, Monica Heller, and Dorothy Smith (Sociology in Education).

Courses of possible interest include: 1125 (Adult Education); 1285, 1286, 3209, 3220, 3286, 3287, 4271, 4275, 4292, and 4294 (Applied Psychology); 1310, 1311, 1313, 1315, 1317, 1326, 1327, 1381, 1386, 3313, 3314, 3387, and 3502 (Curriculum); 1045 (Educational Administration); 1462, 1484, 1485, and 3436 (History and Philosophy of Education); 1928, 1942, and 1996 (Sociology in Education).

For information about focus activities, contact David Olson, Gordon Wells, or James Heap.

COURSE OFFERINGS BY DEPARTMENT

The courses of instruction offered through the various OISE departments are described in the following pages.

Since this Bulletin is published several months prior to commencement of the academic year, the exact scheduling of courses cannot be determined. All students should consult the most up-to-date schedule of courses.

Continuing students should note the deadline for pre-enrolment in courses, at which time an OISE schedule of courses is available. There are enrolment limits, as well as prerequisites, for certain courses, with the result that it is not always possible to grant admission to the course of first choice.

Faculty members listed are as of July 1, 1996.

Applicants may wish to consult the individual OISE department regarding faculty who may be on sabbatical leave during the coming academic year.

ADULT EDUCATION

Budd L. Hall, Ph.D. (California at Los Angeles)
Professor, and Chairperson of the Department
(adult education and global change; environmental education; political economy of adult education; participatory research; peace education; role of non-governmental organizations in global change)

Admission inquiries should be directed to:
Angela R. Miles, Ph.D. (Toronto)
Professor
(community education, development, and change; women's studies as an aspect of adult learning; feminist theory/analysis; critical theory; social analysis of advanced industrial society)

William E. Alexander, Ph.D. (Syracuse)
Professor, and Developing Human Resources Coordinator
(organization and group dynamics; program evaluation; research methods)

Clive M. Beck, Ph.D. (New England)
Professor, cross-appointed from History and Philosophy of Education

Barbara J. Burnaby, Ph.D. (Toronto)
Professor, cross-appointed from Curriculum

Ardra Cole, Ed.D. (Toronto)
Associate Professor, cross-appointed to Applied Psychology
(teachers' development and socialization; qualitative research methods)

Lynn E. Davie, Ph.D. (Wisconsin)
Professor, cross-appointed from Curriculum

Joseph P. Farrell, Ph.D. (Syracuse)
Professor, cross-appointed from Curriculum

Peter Gamlin, Ph.D. (Cornell)
Professor, cross-appointed to Applied Psychology and to OISE Midnorthern/Northeastern Centre
(dynamic/interactive educational assessment and instruction; aboriginal studies)

Marilyn Laiken, Ph.D. (Toronto)
Assistant Professor, and Developing Human Resources Coordinator
(organization renewal and change; conflict management; work team development and participative leadership; organizational learning; experiential and self-directed adult education)

Helen Lenskyj, Ph.D. (Toronto)
Associate Professor
(gender issues in sport; fitness and leisure; feminist pedagogy; health, sexuality, and sex education; feminist studies)

Jack Quarter, Ph.D. (Toronto)
Professor
(community psychology and community development; education programs for worker cooperatives, the workplace, and organizational democracy; labor education and unions)

Sherene H. Razack, Ph.D. (Toronto)
Associate Professor
(critical global and community issues; feminism; human rights; law; critical pedagogy; racism; education for social change; unions)

Kathleen Rockhill, Ph.D. (California at Berkeley)
Associate Professor
(qualitative approaches to research; language and ethnicity; feminist studies; critical theory)

Edmund V. Sullivan, Ph.D. (Syracuse)
Professor, cross-appointed to Curriculum
(global ecological education; critical pedagogy, holistic education, and community development)

Alan M. Thomas, Ph.D. (Columbia)
Professor
(the management of learning in society; politics and economics of adult education; mass media and literacy; corrections education; labor education; learning and the law)

Allen M. Tough, Ph.D. (Chicago)
Professor
(the long-term future of human civilization; fundamental priorities; teaching about global issues; intentional changes; self-planned learning projects)

David N. Wilson, Ph.D. (Syracuse)
Professor
(comparative, international, and development education; planning and evaluation of occupational training systems; human resource and education system planning; education in Africa, Asia, and Latin America; Inuit and Indian education in Canada; formal and nonformal education; the role of international agencies in development)

ASSOCIATED INSTRUCTORS:

Diane Abbey-Livingston, M.Ed. (Toronto)
Consultant: organizational learning and change

David J. F. Beatty, Ph.D. (Michigan State)
Consultant: organization development

Margaret Fisher Brillinger, Ed.D. (Toronto)
Adult educator and psychotherapist

Bonnie Burstow, Ph.D. (Toronto)
Consultant and feminist therapist: qualitative research; basic processes in adult learning

Hanna Mayer, Ph.D. (Florida State)
Consultant: needs assessment, training and performance technology

Ruth W. McLean, Ed.D. (Toronto)
Director and Chair, Professional Development and Academic Computing, Humber College of Applied Arts and Technology

Paul Woolner, Ed.D. (Toronto)
Consultant: organizational learning and strategic planning

PROFESSORS EMERITI:

Donald H. Brundage, Ed.D. (Columbia)
James A. Draper, Ph.D. (Wisconsin)
M. Dormer Ellis, Ed.D. (Toronto)
Walter G. Pitman, M.A. (Toronto)

ASSOCIATE PROFESSORS EMERITI:

Virginia R. Griffin, Ph.D. (Chicago)
Diana J. Ironside, M.A. (Syracuse)

ADMISSION

The Department of Adult Education welcomes applications to its graduate programs from qualified candidates from Ontario, Canada, and abroad. The department is interested in attracting persons who are concerned with issues of adult learning.

Admission procedures are described in the "Application for Admission" section. Please note that January 15 is the deadline for receiving applications.

Each year, the admissions committee receives many more applications for each of its programs than can be accommodated. Selection must be made from a large number of applicants who satisfy admission requirements as stated in the "General Requirements for Admission and Degrees" section. Consequently, a number of qualified applicants are disappointed. In some cases the committee may suggest reapplication for a later year.

The department requires that the résumé submitted along with the application form provide clear and complete information about the applicant's past experience in adult or related aspects of education—at minimum one year. Applicants must also submit a letter of intent that states their scholarly interests and how these will enhance their contribution to the field and to their future career goals.

A Qualifying Research Paper may be required of some doctoral applicants. Further clarification about admission criteria can be discussed with the Admissions Chair of the department.

A Developing Human Resources (DHR) specialization is offered to experienced professionals from the public, private, and nonprofit sectors who wish to study the application of adult education principles within an organizational context. To receive an information package and supplementary application form, and to schedule your attendance at an optional fall information meeting, contact the DHR Admissions Secretary (ext. 2337). Please note that new DHR students are charged an additional fee (beyond the regular sessional fees) to provide for special events that support the formation of a peer learning group. Over the past few years this fee has been in the range of $500–$700.

PROGRAMS

Programs of study are available at the certificate, master's, and doctoral levels.

The department provides a place to study and contribute to theory, practice, and policy concerning adult learning and teaching of individuals, small groups, organizations, communities, social groups, and social movements within local, national, and international contexts.

Our faculty represent the breadth and diversity of the field of adult education. Their interests include, but are not limited to, the following: adult learning and development; anti-racist education; community and cooperative development; comparative, international, and development education; developing human resources; feminist studies; future studies; indigenous education; law; organization development/transformation; professional development for educators (from schools and school boards, health care institutions, community colleges, unions, etc.); social movements; social policy analysis; transformative learning studies (environment, peace, etc.).

The general approach to learning in the department is based on belief in the individual's ability to take responsibility for his or her own learning and to learn in cooperation with others.

The department supports involvement in OISE-wide interdepartmental studies programs in the fields of feminist studies and transformative learning studies, along with the Department of Sociology in Education and the Higher Education Group. Applicants interested in the interdisciplinary focus in Comparative, International, and Development Education should communicate directly with the Comparative, International, and Development Education Centre (Joseph

P. Farrell, Head) for more detailed information regarding appropriate academic and professional background, and indicate this preference specifically on their application form (B#3). (See the "Interdisciplinary Focuses" section.)

Students may include in their program courses offered by other OISE and University of Toronto graduate departments. With the approval of the faculty advisor and the Office of Graduate Studies, OISE students are permitted to take the equivalent of two half-courses at another recognized graduate institution for credit in this program, but must commence their program with OISE courses.

GENERAL PROGRAMS

CERTIFICATE IN ADULT EDUCATION

The Certificate program is available for those whose previous academic study does not qualify them for admission to graduate degree programs. It provides an opportunity to broaden their knowledge of theory and methods in adult education. Typically, students come from a wide spectrum of adult education activities.

Students may pursue this program on a full- or part-time basis. It consists of a minimum of six half-courses, with an opportunity for additional courses. Students must take at least four courses in the Department of Adult Education.

Courses taken as a Certificate student cannot be counted for credit toward a graduate degree at the University of Toronto, including OISE.

Fees for the Certificate program are those that apply to the equivalent category of Special Student. Incidental fees are not required unless the student is pursuing the Certificate on a full-time basis; in that case the campus services fee must be paid. (See "Fees" section.)

Inquiries are to be directed to the Coordinator of the Certificate Program, Department of Adult Education. Application forms can be obtained by writing or by calling 923-6641, ext. 2337; completed forms must be returned to the Department of Adult Education, Certificate Program.

MASTER OF EDUCATION

There are two options within the M.Ed. program in Adult Education.

Option I comprises ten half-courses and a comprehensive requirement. At least five of the ten half-courses should be from the Department of Adult Education offerings. The comprehensive requirement may be fulfilled through one of the following alternatives:
(a) a three-hour examination based on the courses taken. Students wishing to take the examination alternative should make arrangements with the Graduate Studies Academic Secretary before the established deadline.
(b) an integrative paper that draws together what has been learned in courses and other learning experiences since commencing the program. This paper examines systematically links between different bodies of theory and practice in the field and develops an intellectually coherent understanding of the theory and practice of adult education. Students selecting the integrative paper option normally take course 1142, M.Ed. Comprehensive Seminar in Adult Education, following their seventh half-course. It is also possible to prepare the integrative paper through another course, provided there is agreement of the instructor.

Option II comprises eight half-courses and a research paper. At least four of the eight should be from the Department of Adult Education offerings, and at least one should be in research methodology. Students pursuing this option normally take course 1142 (the comprehensive seminar) after completing the seventh half-course. The research paper, which investigates a problem in the field, should include a comprehensive literature review leading to the definition of the research problem, a section on methodology, the results of the investigation, and a discussion of the results.

For both Options I and II, it is recommended that course 1100 Outline of Adult Education be taken at the beginning of the program. Students may apply to change their M.Ed. option up until the beginning of the seventh half-course in their program.

M.Ed. students must submit their comprehensive documents before December 18, March 18, or August 18, whichever falls in the term after their last course. In other words, students who took the last classes of their final courses in December must hand in their comprehensive documents by March 18.

Students should be aware that they must be registered during the term in which the comprehensive requirement is completed and pay the designated fee. (See "Continuity of Registration," page 16.)

MASTER OF ARTS

Admission to the M.A. degree program normally requires mid-B standing in the final year of a four-year University of Toronto undergraduate degree, or equivalent, in a relevant discipline or professional program. (See Master of Arts program in the "General Requirements for Admission and Degrees" section.) The M.A. program consists of eight half-courses and a thesis. Additional courses may be required of some applicants. At least half of the required courses must be completed in the Department of Adult Education. The program must also include at least one half-course in research methodology. This program can be taken on a full- or part-time basis.

DOCTOR OF EDUCATION

Regulations governing the Ed.D. program are outlined in the "General Requirements for Admission and Degrees" section.

The Ed.D. program in Adult Education is designed to provide advanced studies for practitioners who are preparing themselves for further leadership in the field.

The overall program for the degree includes courses, a comprehensive examination for students commencing the Ed.D. program after July 1, 1987, and a doctoral dissertation.

The program will include a minimum of eight half-courses, at least four of which shall be taken in the Department of Adult Education. The student's program normally includes course 3102 and two half-courses in research methodology.

OFF-CAMPUS AND DISTANCE EDUCATION COURSES

The department is currently offering some courses off-campus and by means of distance education and audio- and computer-conferencing modes. The admission requirements are the same for the off-campus courses as for the regular campus program. Information materials for both off-campus and on-campus courses to be offered in the 1996 Summer Session and 1996/97 Winter Session for continuing students will be available from the Office of Graduate Studies on March 1.

The following courses are occasionally offered off-campus: 1100 Outline of Adult Education; 1103 Methods of Inquiry in Adult Education; 1116 Learning Values in Adulthood; 1133 Introduction to Qualitative Research in Adult Education; 1137 Evaluation of Adult Education Programs; and 1145 Participatory Research in the Community and Workplace. A section of 1137 will be delivered on OISE's computer-conferencing system and will include instruction in the use of computer conferencing.

Off-campus and distance-delivered courses that may be of interest to adult educators are also available through other OISE departments. Information is available from the Office of Graduate Studies.

COURSES

Although the following courses are listed in the Bulletin, not all are offered in any given year. In order to be clear regarding course offerings for the coming year, please check the OISE course schedules for appropriate sessions. These will be available at a later date from the Office of Graduate Studies. Students are encouraged to discuss their program with their faculty advisor.

It is expected that students will be present at the first meeting of all courses, unless they have made a previous arrangement with the instructor.

A course is identified with this department when the first two digits in the course number are 11 or 31. Courses at the 1100 level are generally considered introductory, while those at the 3100 level are more advanced or specialized. This does not imply, however, that doctoral students cannot receive credit for 1100-level courses, or that master's students cannot take 3100-level courses. Students are encouraged to read the Bulletin and consider any courses offered in other departments that may be relevant to their own program.

EDT1100 H Outline of Adult Education

Designed to assist students to develop an understanding of and an identity with the field of adult education. Major philosophical, historical, and conceptual bases are examined; also contemporary agencies and programs, issues, and trends in the practice of adult education. It is highly recommended that all master's students enrol in 1100F,S during the first term of their program.
B. L. Hall, and A. M. Thomas

EDT1101 H Program Planning in Adult Education

Introduction to the basic principles and processes of alternative theory bases for approaches to program planning in adult education. Theory bases are tested experientially in relation to the "real life" program planning for this course.
Staff

EDT1103 H Methods of Inquiry in Adult Education

A critical examination of the research process. Topics will include: philosophy of science and research approaches, problem definition, development of the research question, instrument design, data collection and analysis, and presentation of findings. The seminar will consist of lectures, individual projects, and group discussion. Particular stress will be placed on the development of skills related to evidence and inference.
L. E. Davie or staff

EDT1105 H Community Education and Development

This course involves the study of a variety of perspectives in critical and community education as they relate to development and social change. Key issues in theory and practice will be examined through the study of (1) oppressed groups, (2) classic writing in popular education, community organizing, feminist, socialist, anti-racist, anti-colonial and indigenous education, and (3) a variety of case studies.
A. R. Miles, J. Quarter, S. H. Razack, or staff

EDT1106 H Small-Group Experience and Theory

A seminar and workshop program to study theories related to the performance of groups and of individuals within groups. Participants will have the opportunity to experience working in a group and to relate their experiences to theoretical formulations and field practice. The particular structure and focus of this course vary each time it is offered. A special section of this course is offered to DHR students and others who are interested in the application of small-group theory to team development within organizational settings. This section is entitled "Developing High-Performing Teams."
W. E. Alexander, M. Laiken, or staff

EDT1108 H Adult Learning (Pass/Fail)

Through reading, interviews, and self-reflection, students in this course will gain insight into adult learning, including self-directed learning. What, why, and how do adults learn and change? What are the implications for educators?
A. M. Tough or staff

EDT1110 H Teaching Adults

Through a combination of experiential and theoretical components, this course explores ways that facilitators/teachers/workshop leaders may enhance adult learning processes in group settings. The effectiveness of different teaching approaches under various conditions is considered. Opportunities are provided for practice with feedback.
Students are strongly encouraged to take 1108 before registering for 1110.
Staff

EDT1111 H Crucial Questions about the Future: Implications for Educators

An exploration of several important questions through, reading, thinking, and discussion. What sort of society, planet, and technology will future generations inherit from us? Why do we care? How can we deal with global problems? How can learning and research help us achieve a positive future? As educators and citizens, how can each of us contribute?
A. M. Tough or staff

EDT1113 H The Maturation Process and Adult Learning

The course offers an introductory survey of several approaches from the emerging field of adult development. The links between development and learning are explored, especially as they relate to adults' changing needs and capacities for learning throughout life.
Staff

EDT1114 H Comparative Studies in Adult Education

An exploration of adult learning in several societies, with attention given to the historic, demographic, political, and economic factors. This course introduces a number of methods of comparison particularly applicable to adult education, and provides an introduction to the field of comparative studies.
A. M. Thomas, or staff

EDT1116 H Learning Values in Adulthood

This course examines the nature of values, the role of ideas about values in an adult's life, the adult life cycle and

its value dimensions, a values approach to adult life problems, a values "curriculum" for adults, and strategies for adult values learning in formal and informal settings.
C. M. Beck

EDT1117 H Consulting Skills for Adult Educators

The purposes of this course are fourfold: (1) to explore different consulting styles; (2) to explore the stages of the consulting process; (3) to explore the models of consulting stages; (4) to emphasize the practice of consulting skills in simulated consulting situations.
Staff

EDT1118 H Group Problem-Solving in Adult Education

During the first two-thirds of this course, students will focus on a modified version of Creative Problem Solving (CPS) a semi-structured problem-solving process that uses both left and right brain functions. Interpretations and extensions will be based on the theory of Alberto Assagioli (Psychosynthesis), as well as other theories of group behavior. The remainder of the course will include an examination and comparison of three or four other problem-solving strategies (e.g., delphi, force field analysis, nominal group technique). A required workshop on CPS will be given during the weekend following the third class session. The workshop will begin on Friday evening and continue to Sunday afternoon.
W. E. Alexander or staff

EDT1119 H Creating a Learning Organization

The course is a study of theory, research, and experience based on a view of organizations as contexts for learning and as learning systems. The course will employ a variety of learning strategies including participant and instructor presentation, organizational simulation and experiential learning, guest speakers, and field study. Students will gain an appreciation of approaches to the integration of work and learning for continuous development, the assumptions upon which action learning is built, and the centrality of developing their own critical reflection skills as agents for change.
Prerequisite: 1130 or permission of instructor.
Staff

EDT1122 H Practicum in Adult Education (Pass/Fail)

This course provides an opportunity, in a field setting, to enhance professional skills, knowledge, and sensitivities from practice and reflection on that practice. Students design their own practicum projects with the help of faculty, field supervisors, and other students. The weekly seminar is used to provide consulting help and content input related to field issues that arise during the course of the projects. Detailed guidelines are available from the department.
Prerequisite: Permission of instructor, obtained at least two months before the course begins.
Staff

EDT1124 H The Planning, Implementation, and Evaluation of Occupational Training Institutions and Programs

This course will examine traditional and innovative approaches to occupational training. Both pre-service and in-service program formats will be studied. The underlying rationale, physical structure, curricular concepts and content, instructional strategies, budgetary processes, and financial arrangements of all types of training programs will be surveyed from a planning perspective. Methods of institutional and program evaluation will be studied. A case-study approach will be utilized to compare various types of programs and institutions from a cross-national perspective. The evaluations of the Colleges of Ap-

plied Arts and Technology in Ontario will be studied and compared with occupational education programs in operation elsewhere.
D. N. Wilson or staff

EDT1125 H Adult Basic Education

An examination of the problems, issues, literature, and research relating to adult basic education and literacy in Canada and abroad; the relationship between adult literacy and poverty, social change, and community and human development.
Staff

EDT1127 H Education and Social Development

This course examines the linkages between education, both formal and nonformal, and the social development of nations, with particular focus on the process of educational policy formation for both developing nations and developing sub-areas within richer nations. The course aims to acquaint students with the main competing "theories" or conceptualizations of the development process and, through examination of a representative set of recent empirical studies and "state of the art" papers, to develop an understanding of the relationships between educational activities and programs and various aspects of social development, with an overall focus on problems of social inequality. The overarching objective is to help develop a better understanding of how, in confronting a particular educational policy problem, one's own theoretical preconceptions, data about the particular jurisdiction, and comparative data about the problem at hand interact to produce a policy judgment.
J. P. Farrell or staff

EDT1128 H Comparative Education: The Development of Third World Educational Systems

This course provides opportunities to study the development of Third World educational systems from a pragmatic perspective. Students are given the opportunity to learn how to organize a country study, develop a database and/or "profile" of an educational system, and analyse aspects of national educational development. Relevant development education theories will be examined and related to actual development experience in a case-study format. A comparative perspective will enable students to relate developments in one or more nations/regions to problems in less-developed nations. Group interactions and learning are encouraged in order to share the experiences of course participants from various nations or with experience in developing nations. Participants lacking such experience, but having an interest in developing nations, are encouraged to learn from such group interactions. Methodologies for undertaking both country studies and comparative studies constitute the terminal learning objectives of this course.
D. N. Wilson or staff

EDT1130 H A Participant-Directed Seminar: Learning in Organizations

This course is an entry requirement for all new DHR students, to provide an orientation to the department and the DHR concentration, and to begin building the DHR group as a learning community. The course is intended for students who have a special interest in the application of adult education principles within an organizational context. Beginning with a retreat weekend, followed by seminar sessions, participants create and operate their own "learning organization." The overall purpose of this organization, once it is developed, is to meet the learning needs of its members, as identified by them. A second, related purpose is to explore the dynamics and development of the learning organization, including the obstacles to organizational growth and effective

functioning. This course is open only to DHR students who have been accepted in the spring prior to the regular academic year in which the course is scheduled.
M. Laiken or staff

EDT1131 H Special Topics in Adult Education

A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Winter Session and Summer Session course schedules.
Staff

EDT1133 H Introduction to Qualitative Research in Adult Education

This course is concerned with approaches to research that use data gathered through participant observation, open-ended interviewing, biographical interviewing, or the collection of other verbal and observational data. The course provides students with an opportunity to design and conduct a research project drawing on various strategies of qualitative research.
Prerequisite: Permission of instructor.
B.J. Burnaby, or staff

EDT1135 H Practicum in Organization Development (Pass/Fail)

This course provides an opportunity, within an organizational setting, to enhance professional skills and knowledge related to some aspect of Organization Development. Students and instructor identify learning objectives, select field sites, and design learning activities to achieve the objectives. The weekly seminar is used to provide peer support and content input related to students' practicum projects. Detailed guidelines are available from the department.
Prerequisite: Permission of instructor, obtained at least two months before the course begins.
M. Laiken or staff

EDT1136 H Political Economy of Adult Education

This course critically analyses the historical and contemporary relationship of Canadian adult education programs to political and economic structures and processes. The course draws particularly from the work of Marx, Gramsci, Miles, and Freire and from the indigenous Canadian political economy tradition initiated by Innis. An essential concern of the course is to identify how adult educators can contribute to fundamental social change. The main focus is on the Canadian context, but international examples are included for comparative purposes.
B. L. Hall or staff

EDT1137 H Evaluation of Adult Education Programs

This course examines program evaluation literature and its applications to the evaluation of adult education programs. The course does not focus on measurement, but rather on questions of what should be included in an educational evaluation and how should an evaluation be structured. Seminars, simulations, and presentations by the instructor are used. Students will have an opportunity to design an evaluation proposal for a program of their choice.
L. E. Davie, D. N. Wilson, or staff

EDT1138 H Social Foundations of Adult Learning

A seminar with individual investigations examining the social forces bearing upon the need for and content of adult learning. A theoretical investigation of the grounds for the provision of education throughout the life of the individual in a rapidly changing, increasingly complex society.
A. M. Thomas or staff

EDT1139 H Introduction to Comparative, International, and Development Education

This course serves as the basic core

course for the Institute's graduate studies concentration in comparative, international, and development education. It focuses upon the various theoretical conceptions of the socioeconomic development process and the role of formal and non-formal educational programs within that process. The basic purposes of the course are to introduce students to the comparative literature regarding education in advanced and developing nations, to evaluate the various ways in which comparative data may be used, and to examine the relative utility of various theoretical perspectives for understanding formal and non-formal educational policy problems common to many societies.
J. P. Farrell and D. W. Livingstone

EDT1140 Y Adult Education and Developing Human Resources

Developing Human Resources is defined in this course as the application of adult education principles in an organizational context. The course will first explore the nature of these principles. Specific dimensions of the organizational context and their relationship to adult education principles will be examined through an experiential design. Some dimensions that may be examined in depth include power and organizations, self-regulatory processes, heterarchy and hierarchy, participatory decision-making, organizational culture, principles of socio-technical design, and the concept of the Learning Organization.
Prerequisite: Permission of instructor.
W. E. Alexander or staff

EDT1141 H Organizations and the Adult Educator: Historical and Theoretical Perspectives on Organization Development

This course provides a theoretical framework for the adult educator's work within organizational settings. A variety of readings, audiotapes, guest speakers, and group discussion provide a broad overview of the evolution of Organization Development from early management theory to current practices in the field and offers an opportunity to evolve one's own perspective as a practising or aspiring organization consultant. The course provides a good introduction for those new to the field.
M. Laiken or staff

EDT1142 H M.Ed. Comprehensive Seminar in Adult Education (Pass/Fail)

This seminar is an integral part of the department's M.Ed. comprehensive requirement and should be taken in, or as near as possible to, a student's last term of coursework. It is designed for Adult Education M.Ed. students who have chosen either the integrative-paper or the research-paper option. In the former case, the paper is intended to integrate what has been learned in diverse courses with other learning experiences in their program in order to examine systematically links between different bodies of theory and practice in the field, and to develop an intellectually coherent understanding of adult education. In the latter case, it is intended to assist students in developing a research design, formulating research questions, and overall developing a plan for undertaking and writing their research.

Participants are advised to take at least one research course prior to entering the seminar.
Prerequisite: Permission of instructor.
Staff

EDT1143 H Introduction to Feminist Perspectives on Society and Education

This course will provide students having little knowledge of feminism with an introductory overview of the basic principles of feminist analysis of society and education. It is designed for women and men who do not specialize in feminist studies but are interested in becoming acquainted with feminist analysis and its large implications for theory and practice. It should be especially useful for students who are facing issues of gender in their research, their work, or their personal lives and are interested in how gender intersects with race, class, and sexuality.

A. R. Miles, S. H. Razack, or staff

EDT1144 H Teaching about Global and Social Issues

How can we help people of all ages learn about world problems, social issues, rapid change, potential futures, controversial questions, and emotion-laden subjects? An opportunity to facilitate and experience such learning, and then to reflect on these experiences during class discussions and reading. Attention will be focused on cognitive changes, emotional responses, action decisions, coping strategies, and various approaches to teaching and learning.

A. M. Tough

EDT1145 H Participatory Research in the Community and the Workplace

A course concerned with the theory and practice of participatory research as it has particularly been developed in adult education settings in both the community and the workplace. The course focuses on theory drawn from North American, Third World, and feminist work and from case studies in a variety of settings, and it emphasizes the collaborative production of knowledge in real-life settings.

B. L. Hall

EDT1148 H An Introduction to Workplace and Organizational Democracy

This course provides an introduction to a series of topics related to extending democracy to the workplace and organizations. Both case studies and relevant theory will be considered. Much of the material in the course will be interdisciplinary.

J. Quarter

EDT1149 H Women's Learning, Women's Health Movements, and the Health Professions

The course will investigate recent social change movements in North America and internationally that have focused on women's health, broadly defined. Various feminist analyses of women's learning and women's health will be evaluated, with particular attention to factors such as social class, race/ethnicity, and sexuality. In examining women's health and the implications for women's learning, the course will include discussions of reproduction, sexuality, violence, mental health, body image, and recreation. Community education and development initiatives in these areas will be evaluated. Finally, health professionals' responses to women's health movements, and the implications for women in the health professions, will be investigated.

H. Lenskyj

EDT1150 H Women, Education, and Leadership: Feminist Perspectives

This course will examine feminist critiques of androcentric leadership and investigate feminist alternatives that challenge oppressive social practices, systemic misogyny, racism, homophobia, and socioeconomic inequality in fields such as nursing, teaching, social services and recreation.

H. Lenskyj

EDT1152 H Individual Reading and Research in Adult Education: Master's Level

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis topic proper, the study may be closely related to such a topic. Guidelines are available from the department.

EDT1154 H Racism, Law, and Radical Education

This course will focus on the issues that arise for activists when engaged in educational and organizational anti-racist initiatives. The context is law. The course examines race critiques of law in terms of the theories of identity, racism, and oppression contained within them. It then addresses the organizing and educational issues that emerge from various strategies for social change considered in law.

An important activity of the course is the exploration of Canadian anti-racist initiatives. Since much of the readily identifiable reading material on race critiques of law is American, students will be encouraged to pursue a specifically Canadian focus in their research and presentations.

S. H. Razack

EDT1155 H Marginality and the Politics of Resistance

This course examines the processes through which certain groups are marginalized and explores some strategies for resistance. The first section explores: the meaning of subjectivity and its relationship to political practice, experience, knowledge, and power. Section two looks more closely at gender, sexuality, and race, exploring here both the concepts we have used to understand domination and the practices of marginalization themselves. Section three considers three strategies of resistance: writing, cultural production, and politics.

S. H. Razack

EDT3102 H Thesis Research Seminar in Adult Education (Pass/Fail)

This seminar is designed to support the development of the Ed.D. dissertation. Emphases will depend on the needs of the students each year, but may include questions of epistemology, philosophical stance, validity, reliability, research designs, ethics, and data collection strategies. The course is designed to be taken by Ed.D. students in their year of residence, although part-time Ed.D. students may wish to take it earlier in their program if their year of residence is delayed. While helpful at any time, it is most appropriately taken concurrently with preparation of the research proposal. Support groups will be composed of students with similar research interests.

Prerequisite: One or more courses in research design.

J. Quarter or staff

EDT3105 H An Examination of Mass Programs in Adult Education

An analysis of large-scale programs in adult education that are devoted to altering knowledge, attitudes, and/or skills among substantial numbers of people. Perspectives from related areas of inquiry, political science, sociology, marketing, etc. will be explored, as a means of enlarging understanding of this area of the management of learning in society.

A. M. Thomas and J. P. Farrell

EDT3108 H Controversial Issues in Development Education

This is an advanced-level doctoral seminar designed to permit students to explore in considerable depth a few currently controversial issues with respect to the role of educational activities and programs in national development, with particular focus on developing nations and developing areas within richer nations. The particular issues chosen for analysis in any given year are selected by the students. Students are expected, through seminar presentations, to identify the key arguments or "positions" with reference to a controversy of interest to them, and to analyse and evaluate those positions using both relevant theory and available empirical data.

D. N. Wilson or staff

EDT3114 H Methodologies for Comparing Educational Systems

This course is designed for prospective or practising researchers who wish to use comparative data in their work. Problems in both the acquisition and the use of such data will be considered. Topics will range from the practical problems of gathering data in a foreign country to the analytic tools available for analysing large volumes of data from many countries. Particular attention will be paid to (a) the special analytical problems faced when using comparative data, and (b) the use of comparative data to test propositions and to develop theory in education.

D. N. Wilson or staff

EDT3115 Y Women's Learning in the Development of Critical Consciousness

Drawing upon postmodern theory, critical consciousness as an approach to feminist learning, education, and politics is explored. An emphasis is placed upon theories and voices of women from the "margins" in order to examine how women variously embody and live their social construction through race, class, and heterosexism, and how these constructions are regulated and resisted. The concept of political autobiography is used in order to critically analyse how personal experience is produced through power relationships in everyday life. Using memory-work, participants are encouraged to theorize from a range of creative forms of expression while exploring the discursive boundaries between artistic and academic production. Background in anti-racist and/or feminist theory and practice helpful.

K. Rockhill or staff

EDT3116 H Adult Education in Cross-Cultural Contexts

Discussions relating to the impact of culture on adult learning and teaching styles; critical examination of anti-racist and multicultural education combines a theoretical and experiential approach with an emphasis on contemporary issues.

B. L. Hall or staff

EDT3117 H Learning and the Law

Continuing education systems—that is, educational systems available throughout individual lifespans—are evolving rapidly in Canada. What kind of legal foundation is being created and what kind should be? What is the existing relationship between learning and the law? And what should it be? The course will use current research to identify, clarify, and analyse current legislation in Canada. Some comparisons will be made with other countries.

A. M. Thomas or staff

EDT3119 H Global Perspectives on Feminist Education, Community Development, and Community Transformation

The course provides an opportunity for students to study globally aware women's educational practice in community development and community transformation. It examines the general principles of this practice, the major challenges faced by practitioners in Canada and abroad, the growing regional and international women's networks supporting this practice, and current debates among women locally and within these networks.

A. R. Miles or staff

EDT3125 H Continuing Education of Professional Personnel: Principles, Modes, and Problems

A critical survey of the goals, methodology, and results of institutional and self-directed programs of continuing education for professional personnel. The course will review attempts to assess the results of various programs in relation to vocational performance as well as the performance of individual and social roles.

A. M. Thomas or staff

EDT3126 H Education and the Global Community: Critical-Visionary Dimensions

This course considers those conditions operating in our contemporary world that are enhancing or fragmenting the development of a "world community." Special attention will be given to the problems presented by nation states—that is, violence as a resolution to social conflicts within and between nation states. The mass media and educational institutions will be examined as contributing factors to state violence and the attendant fragmentation of efforts of community mobilization toward a global world community. A strong emphasis on global-ecology issues will be pervasive.
E. V. Sullivan or staff

EDT3131 H Special Topics in Adult Education

A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Winter Session and Summer Session course schedules.
Staff

EDT3133 Y Qualitative Research: Implications of Feminist and Postmodern Theories for Practice

If we work from the perspective that knowledge is constructed through relationships of power, what are the implications for the production of "truth" in academic inquiry? Feminist postmodern critiques of the concepts of experience, objectivity, subjectivity, knowledge, power, and truth are considered in relation to various qualitative research methodologies. As participants conduct a small research project in the area of adult education, related problematics—such as ideology, voice, narrative and interpretive control, appropriation, (de)construction, objectification, generalization—are also considered.
Prerequisite: Permission of instructor.
K. Rockhill or staff

EDT3134 H Global Ecological Issues from a Community Educational Perspective

This course examines community development at both a global and grassroots level. The major focus is on ecological issues and their relation to the development of community with a strong emphasis on economic development and community-building. Alternative economic perspectives will be offered.
E. V. Sullivan

EDT3152 H Individual Reading and Research in Adult Education: Doctoral Level

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis topic proper, the study may be closely related to such a topic. Guidelines are available from the department.

EDT3154 H Race and Knowledge Production: Issues in Research

As a doctoral level course for students who already possess some familiarity with postmodern, feminist, or postcolonial theories, the course will consist of readings that explore the following two questions: How is knowledge production racialized? How can intellectuals challenge imperialist and racist systems through their research and writing? The course examines: colonialism, imperialism, and gender; researching everyday racism; racism and education; racial knowledge and the disciplines, and writing as resistance.
S. H. Razack

The following courses are accepted for credit in the Department of Adult Education and will satisfy that department's specialization requirements. For descriptions, see the relevant departments.

Applied Psychology
1243H Seminar in Community Psychology and Community Development (Staff)

Curriculum
1342H Education and Cosmology (E. V. Sullivan)
1377H Introduction to Transformative Learning Studies (E. V. Sullivan)

History and Philosophy of Education
1481H Way of Life Education (C. M. Beck)
1489H Personal and Social Education (C. M. Beck)

APPLIED PSYCHOLOGY

Mary Alice Guttman, Ph.D. (Wisconsin)
Professor, and Chairperson of the Department
(counselling psychology; school counselling and evaluation; career theory and development; women's studies in work, education, and counselling)

Graduate Studies Academic Secretary: Lana Stermac, Ph.D. (Toronto)
Associate Professor, and Associate Chairperson of the Department
(sexual and physical violence; child abuse; addictions; therapist sexual exploitation of clients)

Sabir A. Alvi, Ph.D. (Indiana)
Professor
(educational and psychological testing; vocational theory and career development)

Janet W. Astington, Ph.D. (Toronto)
Associate Professor, cross-appointed from the Institute of Child Study, Faculty of Education, University of Toronto
(cognitive and linguistic development; children's theory of mind; developmental psychology and education)

Carl Bereiter, Ph.D. (Wisconsin)
Professor
(cognitive processes in school learning; development of thinking abilities; instructional psychology)

Andrew J. Biemiller, Ph.D. (Cornell)
Professor, cross-appointed from the Institute of Child Study, Faculty of Education, University of Toronto
(development and assessment of self-regulation; school programs fostering self-regulation and academic achievement; individual differences in school achievement; development of literacy)

Robbie Case, Ph.D. (Toronto)
Professor, cross-appointed from the Institute of Child Study, Faculty of Education, University of Toronto
(cognitive development; conceptual learning in school contexts; mathematics education; international comparisons of school achievement)

Ardra Cole, Ed.D. (Toronto)
Associate Professor, cross-appointed from Adult Education

Carl Corter, Ph.D. (North Carolina)
Professor, cross-appointed from the Institute of Child Study, Faculty of Education, University of Toronto
(kindergarten education; parenting; sibling and family relationships; infant development)

Vivian Darroch-Lozowski, Ph.D. (Alberta)
Professor
(biographical narrative; language of the arts; interpretive and imaginal thought; semiotics)

Peter Gamlin, Ph.D. (Cornell)
Professor, cross-appointed from Adult Education and to OISE Midnorthern/Northeastern Centre

Esther Geva, Ph.D. (Toronto)
Associate Professor, cross-appointed to Curriculum
(cognitive and linguistic processes in normally achieving and in learning disabled children; reading processes in first and second language; learning disabilities in second-language contexts; research design and evaluation)

Jennifer Hardacre, D.Ed. (Nova)
Senior Tutor, cross-appointed from the Institute of Child Study, Faculty of Education, University of Toronto
(play as a learning medium; teacher education; constructivist teaching)

Jenny Jenkins, Ph.D. (London)
Assistant Professor, cross-appointed from the Institute of Child Study, Faculty of Education, University of Toronto
(social–emotional development; family interaction; child psychopathology)

Anne Jordan, Ph.D. (Toronto)
Professor, cross-appointed from Curriculum

Daniel Keating, Ph.D. (Johns Hopkins)
Professor
(cognitive processes in developmental and individual differences; gifted and talented children; critical thinking in adolescents)

Marc Lewis, Ph.D. (Toronto)
Associate Professor
(cognition and emotion in development; personality development; dynamic systems modelling)

Peter Lindsay, Ph.D. (Toronto)
Associate Professor, cross-appointed to Curriculum and to the McLuhan Program in Culture and Technology, University of Toronto
(information-processing models of memory and language acquisition; computer applications to the education of exceptional children and adults)

Solveiga Miezitis, Ph.D. (Toronto)
Professor
(school psychology; models of service delivery; preventive practices and dynamics of change; social–emotional relationships and depression in schools; ethnic identity development)

Carol R. Musselman, Ph.D. (Michigan)
Professor, cross-appointed to the Department of Speech Pathology, University of Toronto
(education of children with communication disorders; linguistic and social development of deaf children and adolescents)

Keith Oatley, Ph.D. (London)
Professor
(cognition and emotion; human–computer interaction; psychology of narrative literature)

David R. Olson, Ph.D. (Alberta)
Professor, cross-appointed to the Department of Linguistics and to the McLuhan Program in Culture and Technology, University of Toronto; and Head, Centre for Applied Cognitive Science
(language development; cognitive development; theory of instruction)

Michele Peterson-Badali, Ph.D. (Toronto)
Assistant Professor
(psychometric and clinical assessment of children with learning and/or social-entrenched difficulties; children's competence and children's rights as legal/policy issues)

Niva Piran, Ph.D. (Texas)
Professor
(psychotherapy process and outcome research; prevention interventions; body image and eating disorders; women's development; psychodynamic psychotherapy)

Jean A. Saint-Cyr, Ph.D. (Rochester)
Associate Professor, cross-appointed from the Department of Anatomy and Cell Biology, University of Toronto

Barry Schneider, Ph.D. (Toronto)
Associate Professor
(social skills assessment and training; family and school factors in children's

social development; children's friendships; school-based mental health promotion; attention and behavior disorders)

Margaret S. Schneider, Ph.D. (York)
Assistant Professor
(community mental health; human sexuality; research methodology; feminist issues; ethics in applied psychology)

Uri Shafrir, Ph.D. (York)
Associate Professor
(affective processes; adults with learning disabilities; computer-based assessment and programming for exceptional children)

Linda Siegel, Ph.D. (Yale)
Professor, cross-appointed to Curriculum
(the study of cognitive processes in children with learning disabilities; the early detection of learning disabilities; issues in psychoeducational assessment)

Keith E. Stanovich, Ph.D. (Michigan)
Professor, cross-appointed to Curriculum
(basic processes in reading; reading disabilities; the cognitive consequences of literacy; information-processing models of reading; cognitive science; critical thinking)

Richard Volpe, Ph.D. (Alberta)
Professor, cross-appointed from the Institute of Child Study, Faculty of Education, University of Toronto
(human development; self-concept; social cognition; family relations; child abuse; theory; policy and practice connections; prevention and human services delivery; school–community interface; history and systems; evaluation research; qualitative methods)

Jeanne C. Watson, Ph.D. (York)
Assistant Professor
(psychotherapy process research; experiential therapy)

Otto Weininger, Ph.D. (Toronto)
Professor
(Melanie Klein and object relations theory and psychoanalysis; techniques of diagnosis and psychotherapy; attachment theory and subsequent developmental processes; play theory and research; early childhood education)

Judith Wiener, Ph.D. (Michigan)
Associate Professor
(social and affective development of children, adolescents, and adults with learning disabilities and other exceptionalities; psychoeducational assessment; classroom-based counselling approaches)

Dale M. Willows, Ph.D. (Waterloo)
Professor, cross-appointed to Curriculum
(basic processes in reading; reading and writing disabilities; classroom language arts instruction; assessment and remediation approaches to written language difficulties)

CROSS-APPOINTED FROM THE OFFICE OF FIELD SERVICES AND RESEARCH:

J. R. Bruce Cassie, Ph.D. (State University of New York at Buffalo)
Project Director, OISE Midnorthern/Northeastern Centre
(career and personal counselling therapy and practice; curriculum development, implementation, and evaluation; problem-solving/inquiry skills; employee training and development)

ASSOCIATED INSTRUCTORS:

Ester Cole, Ph.D. (Toronto)
Senior Psychologist, Toronto Board of Education

Joseph Ducharme, Ph.D. (Toronto)
Senior Psychologist, Metropolitan Toronto School Board

Thomas W. Humphries, Ph.D. (Northwestern)
Director, Child Development Clinic, Hospital for Sick Children, Toronto, seconded to OISE

Nina Josefowitz, Ph.D. (Toronto)
Psychologist Consultant, Atkinson Counselling Centre, York University

Patrick Lee, Ph.D. (Syracuse)
Professor Emeritus, Teachers College, Columbia University

Lynn Lightfoot, Ph.D. (Waterloo)
Psychologist—private practice

Toni Mantini-Atkinson, Ph.D. (Toronto)
Psychologist, Scarborough Board of Education

Sharon Marcovitch, Ph.D. (York)
Co-director, Developmental Evaluation Unit, Hospital for Sick Children, Toronto

Frederick Mathews, Ph.D. (Toronto)
Community Psychologist/Manager of Community Support Programs, Central Toronto Youth Services

Dona Matthews, Ph.D. (Toronto)
Psychoeducational consultant—private practice

Edward Meade, Ed.D. (Toronto)
Executive Director, Markham-Stouffville Family Life Centre, Markham

Mary Morris, Ph.D. (Toronto)
Psychologist—private practice

Rudolph L. Philipp, Ph.D. (Queen's)
Psychologist—private practice

Marsha Rothstein, Ed.D. (Toronto)
Psychologist—private practice

Eva Szekely, Ed.D. (Toronto)
Psychologist/Coordinator of Services to Psychiatry, Centenary Health Centre, Scarborough

Andrea Toepell, Ph.D. (Toronto)
Psychological consultant, and Instructor, Wilfrid Laurier University

Ronald E. Warner, Ed.D. (Toronto)
Counsellor, Centre for Student Development and Counselling, Ryerson Polytechnic University

Peter Waxer, Ph.D. (York)
Associate Profesor, Department of Psychology, York University

Gary Woodill, Ed.D. (Toronto)
Instructor, School of Early Childhood Education, Ryerson Polytechnic University

INTERNSHIP SUPERVISORS:

Judith A. Silver, Ph.D. (Toronto)
Head, OISE Psychoeducational Clinic, and Coordinator of Internship & Counselling Services, Department of Applied Psychology, OISE

Nina Apanasiewicz, Ph.D. (Windsor)
Psychologist, Queen Street Mental Health Centre, Toronto

Gary Austin, Ph.D. (Western Ontario)
Psychologist, London Family Court Clinic

Gale Bildfell, Ph.D. (McMaster)
Psychologist, Toronto East General Hospital

Virginia Bourget, Ph.D. (Concordia)
Psychologist, North Bay Psychiatric Hospital

Diana R. Brecher, Ed.D. (Toronto)
Counsellor, Centre for Student Development and Counselling, Ryerson Polytechnic University

Harvey Brooker, Ph.D. (Indiana)
Senior Psychologist, Adult Services, Clarke Institute of Psychiatry, Toronto

Arthur Caspary, Ph.D. (Waterloo)
Staff Psychologist, C. M. Hincks Treatment Centre, Toronto

Patricia M. Cheston, Ph.D. (Windsor)
Psychologist, Mississauga Hospital

David Clair, Ph.D. (Saskatchewan)
Director, Time-Limited Psychotherapy Service, Sunnybrook Health Science Centre, Toronto

William Colvin, Ed.D. (Toronto)
Psychologist, Special Needs, Atkinson Counselling and Supervision Centre, York University

Vaughan Church, Ph.D. (Emory)
Senior Psychologist, Queen Street Mental Health Centre, Toronto

Barry Cook, Ph.D. (Toronto)
Psychologist—private practice

Kathy Dance, Ph.D. (Western Ontario)
Counsellor, Student Development Centre, University of Western Ontario

Melvyn Davine, Ph.D. (Queen's)
Coordinator of Professional Practice, Paediatric Psychology Service, North York General Hospital

Brian Doan, Ph.D. (McGill)
Psychology Coordinator, Oncology Service, Sunnybrook Health Science Centre, Toronto

Brenda Doyle, Ph.D. (Toronto)
Psychologist—private practice

Laurie Gillies, Ph.D. (York)
Psychologist, Clarke Institute of Psychiatry, Toronto

Janice Hambley, Ph.D. (Toronto)
Vice-President of Health & Clinical Services, Bellwood Health Services, Toronto

Gregory Hamovitch, Psy.D. (Rutgers)
Coordinator, Psychological Services, Canadian Memorial Chiropractic College, Toronto

Thomas Humphries, Ph.D. (Northwestern)
Director, Child Development Clinic, Hospital for Sick Children, Toronto

Anthony Hunt, Ph.D. (Concordia)
Psychologist, Toronto East General Hospital

Nina Josefowitz, Ph.D. (Toronto)
Psychologist Consultant, Atkinson Counselling Centre, York University

Connie Kushnir, Ph.D. (York)
Psychologist, North York General Hospital

J. Michael Lacroix, Ph.D. (McMaster)
Senior Partner, Lacroix Scher Consultants, Toronto

Sarah Landy, Ph.D. (Regina)
Coordinator, Growing Together Project, C. M. Hincks Treatment Centre, Toronto

Sarah Maddocks, Ph.D. (Queen's)
Psychologist, East End Community Health Centre, Toronto

Sharon Marcovitch, Ph.D. (York)
Co-Director, Developmental Evaluation Unit, Hospital for Sick Children, Toronto

Debbie Nifakis, Ed.D. (Toronto)
Psychologist, McMaster University Counselling & Career Services, Hamilton

Karen Oster, Ed.D. (Toronto)
Director, Play and Learn, Toronto

Charles H. Pierce, Ph.D. (Kansas)
Director, Pierce and Associates, Kitchener

Joseph Regan, Ph.D. (Toronto)
Psychologist, St. Michael's Hospital, Toronto

Jaan Reitav, Ph.D. (York)
Psychologist, Student Services, Canadian Memorial Chiropractic College, Toronto

Paul Robinson, Ph.D. (York)
Psychologist, North York General Hospital

Michael Schwartz, Ph.D. (Toronto)
Psychologist, Child & Family Clinic, Scarborough General Hospital

Larry Tuff, Ph.D. (McMaster)
Director of Training, Clinical Psychology Intern Programme, Chedoke-McMaster Hospital, Hamilton

Carole Vipond, Ph.D. (Windsor)
Psychologist, Queen Street Mental Health Centre, Toronto

Ronald Warner, Ed.D. (Toronto)
Psychologist, Ryerson Polytechnic University

Nancy Wilkinson, Ph.D. (Windsor)
Acting Director, Psychology Department, Oshawa General Hospital

Brent Willock, Ph.D. (Michigan)
Chief Psychologist, C. M. Hincks Treatment Centre, Toronto

PROFESSORS EMERITI:

David S. Abbey, Ph.D. (Toronto)
David W. Brison, Ed.D. (Illinois)
Clifford M. Christensen, Ph.D. (Minnesota)
Morris N. Eagle, Ph.D. (New York)
David Hunt, Ph.D. (Ohio State)
John R. Kershner, Ph.D. (Toronto)
Ellen M. Regan, Ed.D. (State University of New York at Albany)
John C. Weiser, Ed.D. (Missouri)
Jeri D. Wine, Ph.D. (Waterloo)
Aaron Wolfgang, Ph.D. (Oklahoma)

ASSOCIATE PROFESSORS EMERITI:

Iain Davidson, Ph.D. (Toronto)
Malcolm Garber, Ph.D. (Southern California)
Kent Henderson, Ph.D. (Toronto)
Robert B. MacIntyre, Ph.D. (George Peabody)
Larry E. Pass, Ph.D. (Alberta)
Dorothy Shipe, Ph.D. (George Peabody)
Harry Silverman, Ph.D. (London)

PROGRAMS

Please direct inquiries for this department to the Academic Secretary of the department.

The Department of Applied Psychology offers the following degree programs in its three divisions:
—Counselling Psychology:
M.Ed. and Ed.D. programs
—Educational Psychology:
M.A. and Ph.D. programs with a focus on Applied Cognitive Science
—School Psychology:
M.A. and Ph.D. programs in School and Child-Clinical Psychology;

M.A., Ph.D., M.Ed., and Ed.D. programs in Early Childhood; and M.Ed., M.A., Ed.D., and Ph.D. programs in Applied Developmental Psychology.

Programs in Instruction and Special Education are now offered in this department through the focus area of Applied Developmental Psychology.

The department does not ordinarily permit students to commence a degree program in January.

Additional detail on the specific requirements for each program is contained in a brochure called *Guidelines for Programs in the Department of Applied Psychology*, published each January. The brochure is provided to newly admitted students at the time the offer of admission is made.

ADMISSION REQUIREMENTS

Basic admission requirements for all degree programs are outlined in the "General Requirements for Admission and Degrees" section; see the respective subsections pertaining to each program.

In addition to the general requirements, some of the programs in this department will have specific requirements relative to the nature and length of the program. Any such requirements will be found with the description of the programs listed below. Applicants should always consult the basic admission requirements in the "General Requirements" section as well as the special requirements for the program of their particular interest. MAT and GRE scores are not required for admission to any of the programs in Applied Psychology.

Although the minimum requirement for admission is the equivalent of a University of Toronto mid-B standing in the bachelor's degree, students normally need a higher academic standing to compete effectively with the large number of good applicants to be considered. Given the limited number of students this department may accept into the majority of its programs, not all eligible students can be admitted. Program admission committees reserve the right to determine which applicants will be admitted to their program (see items 2(b) and 3 on the page opposite the Contents page).

Normally, students apply to one specialization, but under certain circumstances a student may apply for up to two specializations within the Department of Applied Psychology. Students applying to more than one specialization should clearly designate the specializations and the order of preference. Applications will not be reviewed until this information is provided.

An applicant's file must be complete before it can be reviewed by the department. Applicants are advised to check with either the Office of Graduate Studies or the department to ensure that their file is complete.

PROGRAM REQUIREMENTS

All the programs in Applied Psychology adhere to the guidelines as outlined in the "General Requirements for Admission and Degrees" section with these exceptions: The M.A. in School and Child-Clinical Psychology is a two-year full-time program after a four-year degree in psychology. The M.Ed. in Counselling Psychology (B) requires a four-year degree in psychology and must be pursued on a full-time basis. The Ed.D. in Counselling Psychology (B) requires a minimum of two years of full-time on-campus study (residence).

Courses of study are arranged in consultation with a faculty advisor after admission and will take into account not only the requirements listed in the "General Requirements" section but the student's background and individual needs, as well as the particular demands of the specialization.

THE COLLEGE OF PSYCHOLOGISTS OF ONTARIO AND PREPARATION FOR PROFESSIONAL PRACTICE

Students whose plans include preparation for professional practice in psychology should note the following:

1. Professional practice of psychology in Ontario is regulated by the College of Psychologists of Ontario.
2. Only two programs in the Department of Applied Psychology are intended to meet the academic requirements for registration as a psychologist contained in the College's guidelines:
   —Ed.D. Counselling Psychology (B)
   —Ph.D. School and Child-Clinical Psychology

   A requirement for admission to these programs is an M.A. degree in applied psychology or an M.Ed. in Counselling Psychology (B) after a University of Toronto four-year bachelor's degree in psychology or its equivalent.
3. Only two programs in the Department of Applied Psychology are intended to meet the academic requirements for registration as a psychological associate contained in the College's guidelines:
   —M.Ed. Counselling Psychology (B)
   —M.A. School and Child-Clinical Psychology

For further information on registration as a psychologist or psychological associate, contact:

The Registrar, College of
Psychologists of Ontario
Suite 201, 1246 Yonge Street
Toronto, Ontario M4T 1W5
Telephone: (416) 961-8817

The Department of Applied Psychology wishes to draw your attention to a policy statement by the College regarding independent practice by any psychology student for a fee:

"By reason of their academic affiliations, students in psychology may incorrectly be presumed by the public to possess mature professional skills. In the view of the College of Psychologists of Ontario, a serious question of good professional judgment may well be raised in the examination of those candidates for registration who have engaged in independent practice prior to their doctorate and permanent registration."

COMPREHENSIVE EXAMINATIONS

Ph.D. candidates in Educational Psychology and School Psychology, and Ed.D. candidates in Counselling Psychology (B) programs and Early Childhood, will be required to undertake comprehensive departmental examinations to cover their general psychology knowledge as well as their individual specialization.

EDUCATIONAL PSYCHOLOGY DIVISION

The M.A. and Ph.D. programs in Educational Psychology focus on applied cognitive science.

MASTER OF EDUCATION: Focus on Teaching

Closed to new admissions for 1996/97.

DOCTOR OF EDUCATION: Focus on Teaching

Closed to new admissions for 1996/97.

MASTER OF ARTS: Focus on Applied Cognitive Science

The emphasis of the program is on conducting original research on human cognition in relation to educational concerns. An apprenticeship approach is favored. Students are expected to become closely involved in the research of one or more of the members of the Centre for Applied Cognitive Science. (See "Interdepartmental Specializations" section for description and list of current members.) There is sufficient latitude that students may pursue programs oriented toward academic careers, research in applied settings, or careers in educational technology.

Admission Requirements
Normally, a University of Toronto four-year bachelor's degree in psychology, or its equivalent, with standing equivalent to a University of Toronto mid-B or better. Graduates with a three-year bachelor's degree must take a fourth year of relevant study before applying to this M.A. program.

Applicants with a four-year bachelor's degree in cognitive science, computer science, or linguistics, who are interested in careers in research, university teaching, administration, and related activities, are also eligible to apply for admission. However, it should be noted that for such students clinical internships or practica within the department may not be undertaken, and transfer to programs within the department that lead to registration as a psychologist will not be permitted.

Program of Study
(a) six half-courses;
(b) a thesis.

Residence Requirement
A minimum of one year of full-time on-campus study. (See definition in "General Information" section.)

DOCTOR OF PHILOSOPHY: Focus on Applied Cognitive Science

The emphasis of the program is on conducting original research on human cognition in relation to educational concerns. An apprenticeship approach is favored. Students are expected to become closely involved in the research of one or more of the members of the Centre for Applied Cognitive Science. (See "Interdepartmental Specializations" section for description and list of current members.) There is sufficient latitude that students may pursue programs oriented toward academic careers, research in applied settings, or careers in educational technology.

Admission Requirements
A University of Toronto M.A. degree with specialization in Applied Cognitive Science, or its equivalent, with standing equivalent to a University of Toronto B+ or better. Applicants who hold other than the above degree must submit a copy of their thesis, if applicable, or a paper that represents their best work.

Program of Study
(a) a minimum of six new half-courses, four of which must be in Applied Cognitive Science. The remaining two half-courses or equivalent may be taken in another graduate department of the University of Toronto;
(b) a comprehensive examination;
(c) a thesis.

Residence Requirement
A minimum of two years of full-time on-campus study. (See definition in "General Information" section.)

COUNSELLING PSYCHOLOGY DIVISION

The Counselling Psychology Division offers three master's programs and two doctoral programs:
—M.Ed. in Guidance and Counselling
—M.Ed. in Counselling Psychology (A) for Educational Settings
—M.Ed. in Counselling Psychology (B) for Psychological Settings

—Ed.D. in Counselling Psychology (A) for Educational Settings
—Ed.D. in Counselling Psychology (B) for Psychological Settings

Please note that these areas have different criteria for eligibility for admission.

MASTER OF EDUCATION IN GUIDANCE AND COUNSELLING

The purpose of this program is to help meet the need for well-prepared practitioners in the field of guidance and counselling in the schools. Therefore, strong preference for admission to this program is given to teachers with experience who are interested in specializing in guidance and counselling in the schools. Students completing the M.Ed. degree in Guidance and Counselling may have their degree credited toward Parts I and II of the Ontario Ministry of Education's Specialist Certificate in Guidance. Further information may be obtained from:

The Registrar, Services Section
Ministry of Education, 18th floor
Mowat Block, Queen's Park
Toronto, Ontario M7A 1L4

People interested in counselling who are not experienced teachers, or who are not primarily concerned with eventually obtaining a position in a school, but who have appropriate related experience, may apply for an M.Ed. program in Counselling Psychology (A).

Admission Requirements
(a) a three-year University of Toronto bachelor's degree, or its equivalent; or a four-year University of Toronto bachelor's degree, or its equivalent, from areas other than psychology, completed with standing equivalent to a University of Toronto mid-B or better;
(b) teacher certification;
(c) at least one year of teaching experience.

In addition to the general requirements listed above, admission to the M.Ed. program with specialization in Guidance and Counselling ordinarily requires a background as follows:
(a) a course in child and/or adolescent development and two additional courses in the social sciences, one of which must be beyond the introductory level;
or
(b) satisfactory completion of a program of qualifying work at the Institute. This program will ordinarily include a half-course in child and adolescent development (1201) and one additional half-course in Applied Psychology;
or
(c) the Ontario Specialist Certificate in Guidance.

Program of Study
Candidates may pursue this program on a full- or part-time basis.

The M.Ed. in Guidance and Counselling program is pursued under Option I (ten half-courses plus a comprehensive examination) for students commencing the program in the 1995 Summer Session or later.

The program, planned by the student in consultation with the faculty advisor, cannot be reduced because of guidance certificates held. Within the four half-courses required in Applied Psychology every program must include counselling and group theory and a practicum experience. Arrangements regarding a practicum placement must be made in consultation with the Coordinator of Internship and Counselling Services by May 15 (preferably earlier) prior to taking course 1203 Practicum in Counselling. Students are advised to check prerequisites for each course before selecting their program. Prerequisites are listed with the course descriptions.

MASTER OF EDUCATION IN COUNSELLING PSYCHOLOGY (A)
For Educational Settings

The primary purpose of this program is to provide individuals with the opportunity to learn and develop counselling skills appropriate for a variety of work settings. Students will be encouraged to develop their courses and practicum learning experiences to suit their own goals. Examples of the type of goals for which suitable programs could be developed are adult counselling, college and university counselling centres, career counselling, geriatrics counselling, multicultural counselling, and community mental health centres.

Admission Requirements

(a) a three-year University of Toronto bachelor's degree, or its equivalent—or a four-year University of Toronto bachelor's degree, or its equivalent, from areas other than psychology—completed with standing equivalent to a University of Toronto mid-B or better.

(b) at least one year of relevant experience.

Program of Study

The M.Ed. Counselling Psychology (A) program is pursued under Option I (ten half-courses plus a comprehensive examination) for students commencing the program in the 1995 Summer Session or later. Individual programs will be worked out by the student in consultation with a faculty advisor. Within the four half-courses required in Counselling Psychology every program will contain counselling and group theory and a practicum. Arrangements regarding a practicum placement must be made in consultation with the Coordinator of Internship and Counselling Services by May 15 (preferably earlier) prior to taking course 1203 Practicum in Counselling.

In addition, it is highly recommended that students select an appropriate course in research methodology in consultation with their advisor.

Please note: Applicants with a four-year bachelor's degree in psychology cannot apply to this program. They can apply only to the program M.Ed. in Counselling Psychology (B) for Psychological Settings.

MASTER OF EDUCATION IN COUNSELLING PSYCHOLOGY (B)
For Psychological Settings

This program is designed for applicants interested in working in careers in psychological services. It is limited to applicants who have a University of Toronto four-year bachelor's degree in psychology or its equivalent (defined as six full psychology courses, including one half-course in research methods and at least three full-course equivalents at the third- and fourth-year level).

The M.Ed. (B) program is designed to meet the academic requirements for registration with the College of Psychologists of Ontario as a psychological associate. It also meets the needs of students who plan to apply to the Ed.D. in Counselling Psychology for Psychological Settings (B) program, which is designed to meet the academic requirements for registration as a psychologist with the College of Psychologists of Ontario. (See the Ed.D. (B) program below.) Note, however, admission to the M.Ed. (B) does not guarantee admission to the Ed.D. (B).

Admission Requirement

A University of Toronto four-year bachelor's degree in psychology, or its equivalent, completed with standing equivalent to a University of Toronto A– or better.

Program of Study

The M.Ed. program in Counselling Psychology (B) is pursued under Option II —eight half-courses and a master's research project (MRP)—for students commencing the program in the 1996 Summer Session or later. The MRP is supervised by a faculty member. Students will plan their program in consultation with their faculty advisor. Every program will include counselling theory and practicum as well as courses in assessment, ethics, and research methodology. Arrangements regarding a practicum placement must be made in consultation with the Coordinator of Internship and Counselling Services by May 15 (preferably earlier) prior to taking course 1203 Practicum in Counselling.

In addition, it is highly recommended that students select an appropriate course in research methodology in consultation with their advisor.

Residence Requirement
Full-time on-campus study is required from September to April, which represents the Winter Session. (See definition in "General Information" section.) Normally six half-courses are taken during this period.

DOCTOR OF EDUCATION

Counselling is an educational process aimed at helping individuals develop the skills and insights appropriate to increased interpersonal effectiveness and self-satisfaction. While considerable specialization of approach is possible within these programs, students are required to develop a familiarity with the general literature in educational counselling and psychotherapy and to acquire competence with a variety of assessment and intervention approaches.

There are two options at this level—the Ed.D. in Counselling Psychology for Educational Settings (A) and the Ed.D. in Counselling Psychology for Psychological Settings (B). They are distinguished from one another principally on the basis of the requirements for admission and the nature of the positions for which graduates will be prepared. The students attracted to each will differ significantly in terms of their backgrounds and interests; the options themselves, while centring on a common core of counselling courses, allow specialization in areas related to program development, coordination, and consultation or to the provision of an advanced level of counselling services to individuals.

Ed.D. in Counselling Psychology for Educational Settings (A)

Counsellor training in this option emphasizes, in addition to the advanced study of counselling theory and practice, the consideration of the role of the counsellor in the educational system, the acquisition of effective supervisory and consultative skills, and the development and assessment of student counselling services. Graduates of this program will be prepared to take leadership positions in the field of educational counselling, as educators in colleges and institutes of education, as directors and coordinators of school guidance programs, as specialists in the provision of counselling-related inservice training for school personnel, and as providers of advanced levels of personal counselling to school, college, and related populations.

This option will be especially attractive to individuals who have demonstrated a career commitment to the provision of guidance and counselling services in an educational setting. Consult the Department of Applied Psychology for guidelines about specific course offerings.

Admission Requirements
In addition to those requirements for admission to the Doctor of Education

programs found in the "General Requirements" section, the Department of Applied Psychology specifies the following:
(a) The applicant must normally hold an M.Ed. degree with specialization in Counselling Psychology (A) or in Guidance and Counselling from the University of Toronto, or its equivalent, with standing equivalent to a University of Toronto B+ or better.
(b) The applicant must normally have had successful professional experience as a counsellor in an educational setting or in a related position.
(c) Applicants holding an M.Ed. or other non-thesis master's degree must submit evidence of ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigorous manner. Examples of evidence include a high-quality project report or a Qualifying Research Paper.

Program of Study
Students will plan their programs in consultation with a faculty advisor. All students are required to take courses related to the development of competence in counselling theory and practice and to the development of research skills. Students are required to take at least eight half-courses, six of which must be in Counselling Psychology.

Residence Requirement
Each student must complete a minimum of one year of full-time on-campus study and in addition serve a period of internship in an appropriate setting.

Internship
The internship is normally undertaken at the school or other place of employment from which the student has taken a leave for the year of residence. Other arrangements may be made in unusual circumstances. All internship arrangements must be made in consultation with the Coordinator of Internship and Counselling Services in the Department of Applied Psychology. While interning, students must undertake specific projects and seminars chosen in consultation with their faculty advisor.

Thesis
All students must develop, complete, and defend in an oral examination a doctoral dissertation. The content of such dissertation research may address theoretical issues applicable to counselling concerns and practice, relate to the development of programs in a variety of educational or applied settings, or in some other way contribute to the development and practice of counselling psychology.

Ed.D. in Counselling Psychology for Psychological Settings (B)

The principal emphasis in this option is on the development of an advanced level of the counselling and assessment skills appropriate to an understanding of individuals and the tactics for bringing about appropriate change in their behavior and in their lives. In addition, students are expected to acquire the ability to consult appropriately with other professionals in the community, to plan and evaluate programs for the delivery of counselling and related services, and to design and carry out counselling-related research. Graduates of the program will be prepared to assume a variety of positions in education and in the community, including faculty positions in counsellor training programs, professional positions in agencies offering psychological services, and counselling positions on the staff of university or college counselling centres.

Admission Requirements
The Department of Applied Psychology specifies the following:
(a) a University of Toronto four-year bachelor's degree in psychology or its

equivalent (defined as six full psychology courses, including one half-course in research methods and at least three full-course equivalents at the third- and fourth-year level);
(b) normally, a University of Toronto M.Ed. degree with specialization in Counselling Psychology (B), or its equivalent, with standing equivalent to a University of Toronto A– or better. Students with a four-year bachelor's degree in psychology who began the M.Ed. (A) program prior to the 1995 Summer Session may also be eligible to apply for admission. Those who have the equivalent course requirements but lack the internship of the M.Ed. (B) program may be admitted under the condition that the internship will be included in the doctoral program. Applicants who hold an M.Ed. (B) or other non-thesis master's degree must submit evidence of ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigorous manner. Examples of such evidence include a high-quality project report or a Qualifying Research Paper.

Program of Study
Students will plan individual programs in consultation with a faculty advisor.

Five areas of essential content for a professional training program in counselling psychology have been specified by the Counselling staff: counselling and psychotherapy, assessment, statistics and research design, psychometrics, and ethics and professional issues. The courses covering these areas are required.

If a student has completed the M.Ed. (B) degree, eight half-courses will be required. Students must take at least the equivalent of six half-courses in Counselling Psychology.

Residence Requirement
Each student must complete a minimum of two years of full-time on-campus study.

Internship
All students are required to complete 2000 hours of internship. All internship arrangements must be made in consultation with the Coordinator of Internship and Counselling Services in the Department of Applied Psychology. Students should plan to contact the Coordinator by May 15 (preferably earlier) of the year in which they are accepted in order to arrange the best match between student needs and field placement availability.

Thesis
All students must develop, complete, and defend in an oral examination a doctoral dissertation. The content of such dissertation research may address theoretical issues applicable to counselling concerns and practice, relate to the development of programs in a variety of educational or applied settings, or in some other way contribute to the development and practice of counselling psychology.

Examinations
In addition to normal course requirements, students will be examined systematically in general psychology and in professional psychology. The examination will normally be taken during the second year of residence. The section on general psychology will require that the student demonstrate an understanding of the underlying principles and basic knowledge in counselling-relevant sections of each of four areas of general psychology: the biological bases of behavior, the social bases of behavior, the cognitive/affective bases of behavior, and individual differences. A reading list defining the required areas of knowledge is available.

The section on professional psychology is a comprehensive examination in the five areas of professional training: counselling and psychotherapy, assessment, statistics and research design, psychometrics, and ethics and professional issues.

SCHOOL PSYCHOLOGY DIVISION

The School Psychology Division offers programs in three focus areas:
—School and Child-Clinical Psychology
—Early Childhood
—Applied Developmental Psychology

FOCUS ON SCHOOL AND CHILD-CLINICAL PSYCHOLOGY

MASTER OF ARTS

The School and Child-Clinical Psychology programs offer the M.A. and Ph.D. degrees. Both provide theoretical and professional training in preparation for psychological work with children in schools, clinics, and research settings. The programs are designed to guide the student from a general grounding in this area of psychology to more intensive training in such areas as assessment and psychotherapy with children, school consultation, prevention, the psychology of exceptional learners, and early childhood applications.

The traditional focus of the program has been on the elementary school years. However, what with the consolidation of programs in the department and the participation of colleagues from the Institute of Child Study of the Faculty of Education, University of Toronto, increased opportunities are now available for research and clinical work with infants, young children, adolescents, and families.

Admission Requirements
Admission to the two-year M.A. program normally requires a preparation equivalent to the University of Toronto four-year bachelor's degree in psychology with an A– average or better. Applicants who have this degree and at least three years of subsequent successful professional experience may be admitted with slightly lower standing if they can document to the satisfaction of the admissions committee that they can meet the standards of the program in terms of research and applied work. Those with a three-year bachelor's degree in psychology must take a fourth year of relevant study before applying to the M.A. program.

Program of Study
The M.A. program requires the completion of ten half-courses and the submission of a satisfactory master's thesis. These courses include practicum components in both the first and second years, which consist of field practica one day per week plus course-related practice in assessment. Courses in the following areas are required: ethics; psychopathology; child development; intervention in school psychology; psychological assessment; research methods; and cognitive/affective or social foundations.

The program planning committee annually prepares a list of the courses that may be used in fulfilment of these requirements.

Residence Requirement
Each student must complete a minimum of two years of full-time on-campus study.

DOCTOR OF PHILOSOPHY

Like the master's program above, this program is intended to prepare the student for psychological work with children in schools, clinics, and research settings. Graduates of this program would assume positions of greater professional and administrative responsibility than would graduates of the master's program. They would be engaged in activities that put a premium on the knowledge of psychological principles and the ability to use them in a systematic way.

Continuation from the M.A. to the Ph.D. program is not automatic. Applicants must demonstrate to the satisfaction of the admissions committee that their research and applied work is of doctoral calibre.

Admission Requirements
Students intending to proceed to the doctoral degree should normally enter with the University of Toronto four-year bachelor's degree in psychology or its equivalent, and with the two-year M.A. (School and Child-Clinical Psychology) described above, completed with an A– average or better. However, a limited number of outstanding students holding an appropriate master's degree in psychology from elsewhere may be admitted to the doctoral program.

A student accepted into the Ph.D. program having already earned from another university a master's degree in applied psychology that is not considered to be equivalent to the M.A. (School and Child-Clinical Psychology) program will be required to take additional courses that will provide the student with training equivalent to that received by our own students in their two-year M.A. program.

Program of Study
Students will be required to complete a minimum of eight half-courses and an internship placement. The internship requirement is 2000 hours at an approved training centre—either a full-time placement for one year or a half-time placement for two years. The course requirements are as follows:

(a) three approved half-courses in psychological assessment and intervention;
(b) a two half-course minor;
(c) one half-course in cognitive/affective and social foundations, in the area *not* selected for master's degree requirements;
(d) one half-course in biological foundations or central nervous system processing and learning;
(e) one half-course in history and systems of psychology.

The program planning committee annually prepares a list of the courses that may be used in fulfilment of these requirements. *Note that not every course is offered every year.*

Students whose master's-level electives would satisfy doctoral requirements may substitute electives accordingly.

In addition, all students proceeding to a Ph.D. degree in School and Child-Clinical Psychology are required to complete a dissertation. Comprehensive examinations in core areas of psychology and professional specialization are also required. These are normally written at the end of the second year.

FOCUS ON EARLY CHILDHOOD

These programs will be of interest to those who are seeking careers in research, university and community college teaching, administration, and related activities.

MASTER OF EDUCATION

Students entering this program will have had experience as teachers and/or early childhood specialists. The aim of the program of study is to increase the students' understanding in the areas of cognition, language, emotionality, and social and physical development. Courses are given interdepartmentally with other faculty from OISE and the Institute of Child Study of the Faculty of Education, University of Toronto. Training will involve further practical experience.

Admission requirements include:
(a) a University of Toronto bachelor's degree or its equivalent, with standing equivalent to a University of Toronto mid-B or better;
(b) a minimum of one undergraduate course in early childhood education and/or child development;
(c) teacher certification and/or training and experience in the child care field.

This program is pursued under Option I (ten half-courses and a comprehensive examination) and may be undertaken on either a part- or full-time basis. (See the "General Requirments" section for other program requirements.)

DOCTOR OF EDUCATION

This program is designed primarily for those who have had considerable experience working with children—for example, as teachers or as specialists in child psychology or child welfare at the master's level—and who wish to develop their professional expertise. The program involves a study of psychological and developmental theory, educational research and practices, and assessment techniques. Graduates of this program are prepared to assume senior positions at decision-making levels in areas related to children's development and growth and/or at the practice level within the early childhood field.

Admission requirements include:
(a) a University of Toronto M.Ed. degree in Early Childhood or its equivalent, with standing equivalent to a University of Toronto B+ or better and with a minimum of four Applied Psychology courses relevant to early childhood;
(b) successful professional experience in early childhood education or in a relevant field;
(c) if accepted, a Qualifying Research Paper, to be successfully completed before registration in the program.

Students may begin the program on a part-time basis. A minimum of one year of full-time on-campus study (residence) is required and will be planned to provide experience in the integration of theory with practice and to provide courses appropriate the the student's major interest. (See the "General Requirements" section for other program requirements.)

MASTER OF ARTS

The one-year M.A. program emphasizes research in the field of early childhood with an integration of child developmental research and theory, classroom practice, educational issues, and/or clinical and family issues. The program will be of interest to those who are seeking careers in research, university and community college teaching, administration, and related activities. (See the "General Requirements" section for program requirements.)

Admission requirements include:
(a) a University of Toronto four-year bachelor's degree in psychology, or its equivalent, with standing equivalent to a University of Toronto mid-B or better;
(b) a minimum of one undergraduate course in early childhood education and/or child development;
(c) teacher certification and/or training and experience in the child care field.

Residence Requirement
A minimum of one year of full-time on-campus study. (See definition in the "General Information" section.)

DOCTOR OF PHILOSOPHY

This program emphasizes conducting original research in the field of early childhood. Students involved in this program may also choose to undertake an internship within either an educational or other applied setting with young children. (See the "General Requirements" section for program requirements.)

Admission requirements include:
(a) a University of Toronto four-year bachelor's degree in psychology and an M.A. degree in Early Childhood, or the equivalent, with standing equivalent to a University of Toronto B+ or better;
(b) professional experience in early childhood education or a relevant field.

FOCUS ON APPLIED DEVELOPMENTAL PSYCHOLOGY

The focus on Applied Developmental Psychology offers specializations in three areas:
—Special Education: Language and Learning Disabilities
—Adult Learning and Special Needs
—Adaptive Instruction (interdepartmental specialization with Curriculum)

Special Education: Language and Learning Disabilities

This specialization addresses the developmental and educational needs of children who require significant modification to the learning environment. Students gain a broad understanding of developmental diversity and the variety of educational strategies that make learning accessible to children with special needs. Courses foster students' knowledge and understanding of the development of language and communication from the earliest precursors of interpersonal communication to sophisticated skills in reading and writing, and examine appropriate assessment and intervention strategies. They address theory and practice in learning disabilities and language and communication disorders.

Adult Learning and Special Needs

This specialization is designed to serve those working with adults with special needs in a variety of settings, such as community colleges, universities, literacy programs, and community residential, vocational-training, and recreational agencies. Topics that are stressed include learning difficulties and disabilities, assessment, counselling, instruction, language and literacy, and transition to the workplace.

Adaptive Instruction

This interdepartmental specialization between the departments of Applied Psychology and Curriculum is concerned with issues such as:
—individual differences in the classroom: the study of delivery models, the resources to support teachers, individual differences in learning and development, and the adaptation of instruction to meet the needs of children in the classroom;
—reading and reading disability: classroom-based aspects of reading, reading disability, reading in a second language, and research in the acquisition of normal and exceptional reading abilities.

Note that the courses included in the Adaptive Instruction specialization carry numbers that begin with 4 (master's level) and 5 (doctoral level).

MASTER OF EDUCATION

The M.Ed. program is designed primarily for those with teaching qualifications and experience who are working in the school system or in early childhood education settings, and for professionals working in community literacy programs and special needs offices in postsecondary institutions. In certain circumstances, however, students without these backgrounds may also enrol in the program provided they have had relevant professional experience.

The program is pursued under Option I (ten half-courses plus a comprehensive examination) for students commencing the program in the 1995 Summer Session or later. One of the courses is compulsory: 4293 Interpretation of Research in Applied Developmental Psychology and Adaptive Instruction. The program may be undertaken on a part-time or full-time basis. (See "General Requirements" section for admission and program requirements.)

For students who have an Ontario Teacher's Certificate, certain courses have been granted equivalence for Part I and/or Part II of the program leading to the Ontario Ministry of Education Specialist Certificate in Special Education. Students should consult their faculty advisors and the Student Handbook regarding which courses are accepted for these additional qualifications.

MASTER OF ARTS

This program is designed for students who wish to pursue a career in research, university teaching, administration, and related activities. The usual entrance requirement is a relevant four-year bachelor's degree in arts, science, or a helping profession. Applicants with a relevant three-year bachelor's degree must take a fourth year of appropriate study before applying for admission to the program.

The program comprises six half-courses (including the compulsory methodology course, 4293 Interpretation of Research in Applied Developmental Psychology and Adaptive Instruction) and a thesis. It may be undertaken on a full- or part-time basis. The program is *not* designed to satisfy the academic components of the requirements for registration as a psychological associate with the College of Psychologists of Ontario.

DOCTOR OF EDUCATION

The Ed.D. program is intended primarily for educators who have demonstrated their practical capabilities in a variety of educational settings and who intend to continue their professional careers as field-oriented leaders. Applicants with a University of Toronto master's degree in Applied Developmental Psychology or equivalent (including Instruction and Special Education) who wish to proceed to doctoral studies will be considered for admission to the Ed.D. program. Applicants with a master's degree in other specializations in Adult Education, Applied Psychology, or Curriculum will also be considered. The equivalent of a University of Toronto A– average in the master's degree is ordinarily required for admission. (See the "General Requirements" section for other admission requirements.)

The program comprises eight half-courses plus an internship and a thesis. While students may begin the program on a part-time basis, a minimum of one year of residence is required. (See also the "General Requirements" section for other program requirements.) The two required courses are 5280 Research Seminar and Thesis Planning in Applied Developmental Psychology and Adaptive Instruction and a qualitative or quantitative research course.

DOCTOR OF PHILOSOPHY

The Ph.D. program emphasizes knowledge in the several disciplines related to theory building in the area of applied developmental psychology.

The program is designed for students who wish to pursue a career in university teaching and research that requires advanced skills in research and evaluation. Applicants must have a relevant four-year bachelor's degree and a master's degree in Applied Developmental Psychology or its equivalent (including Instruction and Special Education), counselling, adult education, curriculum, or a helping profession such as speech pathology, nursing, social work, physiotherapy, or occupational therapy. Ordinarily the equivalent of a University of Toronto A– standing in the master's degree is required for admission. (See the "General Requirements" section for other admission requirements.)

The program comprises six half-courses, a comprehensive examination, and a thesis. Students are required to take a compulsory core course (5280 Research Seminar and Thesis Planning in Applied Developmental Psychology and Adaptive Instruction) and a quantitative research course, and to choose from a specific set of courses in psychological theory, assessment, and intervention. The program is *not* designed to satisfy the academic components of requirements for registration as a psychologist with the College of Psychologists of Ontario.

ELECTIVE COURSES

Students not enrolled in the regular programs already described may, by arrangement with the Department of Applied Psychology, enrol in a maximum of two half-courses. In exceptional cases, students may enrol in more than two half-courses by arrangement with their advisor, the Department of Applied Psychology, and the instructor of the course under consideration.

COURSES

A course is identified with this department when the first two digits in the course number are 12 or 32, or 42 or 52 (Adaptive Instruction specialization).

Course JPX1001Y is offered jointly by the graduate departments of Education, Psychology, and Social Work.

EDT1200 H Introduction to Educational Psychology

Analysis and application of principles of learning, motivation, and social behavior in school situations.
A. Cole

EDT1201 H Child and Adolescent Psychology

The factors involved in child development (preschool period, early school years, intermediate years, adolescence) and the problems of each period. The preventive and remedial phases of mental health.
Staff

EDT1202 H Theories and Techniques of Counselling

An appraisal of a number of basic theories of counselling and approaches to inducing client change.
Full-time Guidance and Counselling students may take 1202 concurrently with 1203. Counselling students will have priority for enrolment in this course.
Staff

EDT1203 Y Practicum in Counselling

Sequenced skill training, with extensive counselling simulation and supervision of practice in a field setting. In addition to regular class meetings and time spent in group supervision with the instructor, M.Ed. students in Counselling are required to be in attendance one full day per week at their practicum setting. Some students may spend two full days in their practicum setting. All full- and part-time students must arrange their practica in consultation with the department's Coordinator of Internship and Counselling Services. Continuing students should plan to contact the

Coordinator by April 15, and new students by May 15, in order to arrange the best match between student needs and field placement availability. The Counselling committee reserves the right to make any final decisions when questions arise concerning the placement of a student in a setting.
Note: Practicum plus class work during the Summer Session takes five full days per week.
Note: All counselling practica must be done through OISE. Practica done at other universities may not be considered as substitutes.
Prerequisite: 1202, for Counselling students only. Full-time Counselling students may take 1203 concurrently with 1202.
M. A. Guttman, V. Darroch-Lozowski, and staff

EDT1204 H Cognitive and Cognitive-Behavioral Interventions for Children and Adolescents

An overview of cognitive and cognitive-behavioral techniques used by school and child-clinical psychologists in helping socially unskilled, depressed, aggressive, inattentive youngsters. Underlying theory and evaluative research will be critically reviewed. Practicum opportunities include implementation of these interventions under supervision and design of research projects in these areas.
B. Schneider

EDT1205 H Individual Intellectual Assessment

Theories of intelligence; observation and discussion of the administration and interpretation of the Revised Stanford Binet, the Wechsler Intelligence Scale for Children, and the Wechsler Adult Intelligence Scale; and an introduction to some other tests of intellectual abilities. Includes a practicum in group test administration.
Prerequisite: Permission of instructor.
Staff

EDT1206 H Proseminar in Cognition

An introduction to the history and basic ideas of cognitive science with an emphasis on applications. Faculty members working on cognitive research explain how their work is conceived, designed, and analysed. Students will work individually and collaboratively on designing, preparing, and presenting a piece of research that they are interested in.
K. Oatley

EDT1208 H The Counselling Relationship

This course aims to develop the skills of the trainee counsellor through increasing the ability of students to recognize, understand, and use counsellor's and client's experiences in the counselling relationship. Topics include the dyadic nature of the counselling relationship, transference, countertransference, client and counsellor differences, contextual effects on the counselling relationship, responses to "difficult" clients, and ethical issues.
N. Piran

EDT1210 H Practitioners' Experienced Knowledge

A course for experienced practitioners to learn to bring out, share, and apply their experienced knowledge of their practice. Students engage in exercises to identify their learning styles, their implicit theories, and their personal images. This knowledge is shared and applied in creative problem-solving groups. Not open to doctoral students.
Staff

EDT1211 H Psychological Foundations of Early Education

The purpose of the course is to identify the psychological foundations of program/practice in early education in programs for children of 4 to 7 years, and to analyse the issues associated with the different resulting educational perspectives. The historical-theoretical roots of early education and associated views of

the learner, research related to current issues, and selected features of current practice will be explored.
Staff

EDT1212 H Psychological Aspects of Counselling and Teaching New Canadians

The overall aim of this course is to provide a background of knowledge obtained both inside and outside the classroom to aid in teaching and counselling immigrants or New Canadians. Readings and discussions on psychological aspects of prejudice, stereotyping, culture conflict, culture shock, attitudes toward New Canadians, psychological testing, nonverbal communications, values, identity crisis, problems in transition, and programs and techniques that can be utilized to ease the transition of New Canadians.
Prerequisite: Permission of instructor.
Staff

EDT1214 H Research Seminar in Multicultural Studies

The course is designed to enable students to do extensive, in-depth analysis of a particular area of interest in multicultural studies. Students are required to review the literature in the area of teaching, counselling, or other form of helping relationship with a particular ethnic group, or ethnic groups in general. Students also do fieldwork to collect data ranging from interviewing and visiting ethnic neighborhoods to videotape analysis. The course has a research and applied focus. Students demonstrate how their research can be applied to teaching, counselling, or other helping relationship with minority groups or New Canadians.
Prerequisite: Permission of instructor.
Staff

EDT1216 H Psychoeducational Assessment

Theory and practicum in psychological assessment techniques applied in school settings. Individual intelligence testing, with emphasis on the Wechsler Intelligence Scale for Children–III, as well as educational testing, and tests of special abilities and adaptive behavior. Assessment of culturally different and exceptional children.
Prerequisite: This course is normally limited to students in the School Psychology program. Others by permission of instructor only.
M. Peterson-Badali, T. W. Humphries, J. Wiener, and D. M. Willows

EDT1217 H Behavior Management in Therapy and Education

A review of behavioral management and self-management theories and techniques applicable to clinical and school settings. Emphasis will be on developing skills in analysis of behavioral units and in establishing effective intervention contracts. Application of skills in a practical setting and a self-management project will be included.
B. Schneider

EDT1218 H Seminar and Practicum in Therapeutic Intervention with Children

Examination and discussion of therapeutic interventions including individual and family therapy, problem-focused counselling, school- and group-based interventions, for children in school or clinical settings. School and Child-Clinical Psychology students only —ordinarily in the second M.A. year.
B. Schneider

EDT1219 H Ethical Issues in Applied Psychology

Ethical issues arising from psychological research and practice are examined with reference to historical, social, legal, and collegial influences. Standards regulating academic and professional conduct are studied, with cases drawn from a variety of settings to illustrate principles and related practices.
M. Peterson-Badali and staff

EDT1220 H Seminar and Practicum in School Psychology

An introduction to the teacher consultation process focusing on assessment techniques based on classroom observation, joint problem formulation, and implementation of intervention strategies. Classroom observation will inform seminar discussions of basic concepts related to social-emotional climate and the teaching/learning process, including motivation, teacher expectations, teaching and learning styles, classroom dynamics, teacher-pupil interaction, self-esteem, etc. School Psychology students only. Ordinarily taken in the first year of the School Psychology M.A. program.
S. Miezitis

EDT1223 H Depression in the Schools: Assessment, Prevention, and Intervention

Multidimensional assessment and intervention models for working with depressed children and youth in the schools. Self-report as well as teacher observation and rating techniques for identifying at-risk children and youth; teacher-mediated and parent-mediated intervention approaches; group work for social-skill and self-esteem development. This course will include a practicum.
S. Miezitis

EDT1224 H Psychopathology of Infancy and Childhood

Consideration of the process of atypical behavior development in children, focusing on etiology, characteristics, and social, psychological, and educational consequences, as well as on potential for change. These aspects will be examined against the background of the normal personality development.
O. Weininger

EDT1225 H Practicum in Diagnostics and Psychotherapy

A practicum in diagnostics and/or psychotherapy, to be planned for each student in consultation with the instructor.
Prerequisite: This course is limited to students in the School Psychology program who have completed 1216. Permission of instructor is required.
Staff

EDT1226 H Selected Problems in Educational Psychology

For first-year M.A. and Ph.D. students in Educational Psychology. Specialized study under the direction of a staff member on a topic chosen to reflect a current educational problem conceptualized in terms of the relevant disciplines and examined by empirical psychological means.
Staff

EDT1228 H Individual and Group Psychotherapy: Family and Marital Counselling

This course will examine one of several contemporary models of psychotherapy for family and marital counselling.
Staff

EDT1229 H Individual and Group Psychotherapy for Counselling

Each year this course will examine a model of psychotherapy from among the following: Transactional Analysis, Gestalt, Psychodrama, Bioenergetic Analysis, and Family Therapy.
Prerequisite: Permission of instructor.
Staff

EDT1230 H Psychological Assessment of Infants and Preschool Children

This course will cover the assessment of young children's cognitive, emotional, motor, social, and language development. The Bayley, Griffiths, McCarthy, and WPPSI tests will be covered in addition to some Piagetian and clinical techniques. General principles of assessment and report writing will be included. Students will do a practicum.
M. Lewis

EDT1231 H School-Based Social Competence Promotion

Concepts of social competence emerging from several theoretical perspectives are critically surveyed. The role of school psychologists in promoting social development is emphasized. The practicum provides experience either in the implementation of social skills training in schools or in the refinement of research in this area.
B. Schneider

EDT1232 H Psychoeducational Appraisal in Teaching Young Children

Theory and practice of classroom-based assessment and intervention; practicum in classroom observation of teaching and learning styles; factors related to pupils' social-emotional functioning. Experimentation with alternative strategies to enhance motivation and learning.
Prerequisite: Permission of instructor.
S. Miezitis

EDT1233 H Cognition, Development, and Education

This course examines applications of cognitive theory and research to problems of school learning and instruction. The emphasis is on recent advances that throw light on such areas of concern as reading and learning from texts, mathematical competence, learning in the sciences and social studies, problem-solving, motivation, and teaching practices. Ordinarily taken by students in their first year of the interdepartmental focus in Applied Cognitive Science.
D. R. Olson and staff

EDT1234 H Foundations of Cognitive Science

This course examines the psychological and philosophical basis of cognitive science including such topics as the nature of mental representations, functionalist and computational theories of mind, intentionality, subjectivity, consciousness, and meta-cognition.
D. R. Olson and E. C. Olsen

EDT1235 H Research Strategies in School and Child-Clinical Psychology

This course is designed to assist the student who is considering a research topic or developing a research proposal. Considerable attention will be devoted to the science of reviewing and synthesizing previous literature in an area of knowledge. Issues in research design will be presented as they pertain to the student's intended research area in order to complement previous training. The elements of an effective research proposal are considered in detail.
B. Schneider

EDT1236 H Psychopathology for School and Child-Clinical Practice

This course familiarizes the student with the etiology, characteristics, and treatment of selected psychological disorders affecting school-age children. Specific attention is given to the role of school psychology personnel in the diagnosis and treatment of the disorders considered. Students evaluate portrayals of psychological disorders to teachers, parents, and the general public.
B. Schneider

EDT1237 H Cognitive Development and Instruction

This course will cover the core issues in cognitive development from several theoretical vantage points, and trace the changes in children's thinking from early infancy to adolescence. Intervention and instruction will be related to developmental issues.
M. Lewis

EDT1238 H Special Topics in Applied Psychology

A course designed to permit the study (in a formal class setting) of a specific area of applied psychology not already covered in the courses listed for the current year. The topics will be announced each spring in the Winter Session and Summer Session timetables.

EDT1239 H Language of the Arts in Therapy and Teaching

Thinking is basically the way we describe and understand and interpret the stories of ourselves and others; repairing the basic image of rupture in humans through potentiating personal expressive modes. An articulation of the language of the creative arts (linguistic, pictorial, sculptural, musical, choreographic, etc.) is emphasized.
V. Darroch-Lozowski

EDT1240 H Examining the Teaching-Learning Process from an Aboriginal Perspective

This course will familiarize native and non-native students with the teaching-learning process from a traditional native perspective. An emphasis will be given to "identity" development. Students will examine critical issues in native education including: learner characteristics, curriculum development and the impact of self-governance in the creation of educational policy for aboriginal students.
P. Gamlin

EDT1241 H Evaluating Methods in Early Education and Child Care

This course is a concept-oriented analysis of methods and research in early child care and educational settings. Problems of child care and the nature of early experiences in different settings are examined. The research methodology and strategies, process-interaction, and developmental status measures, along with programs and results of intervention factors, will be considered. Students will be expected to evaluate published studies on aspects of early childhood education or care, and to design studies (including pretests) concerning problems in early childhood.
A. J. Biemiller

EDT1242 H Developmental Patterns in Early Childhood and Elementary Years

This course examines major patterns of social, linguistic, and cognitive development from infancy to middle childhood. Topics include constructivist and social constructivist accounts of cognitive development; Vygotsky's theory of society, language, and thinking; the linguistic, cognitive, social, and metaphoric dimensions of language acquisition. Emphasis is placed on the relationships among cognitive, social, and linguistic lines of development and on their implications for how we think about children, educate them, and contribute to their development.
O. Weininger

EDT1243 H Seminar in Community Psychology and Community Development

This is an introductory seminar for the Community Psychology focus in Educational Psychology. The course surveys theories of community psychology and their relationship to community development. Consideration will be given to the relationship of theory to specific community contexts such as schools, social service or health agencies, etc. The course will formulate community issues in a critical perspective dealing with structures of class, gender, and race and their relationship to community development and fragmentation.
Staff

EDT1247 H Practicum in Adult Counselling (Pass/Fail)

This course must be taken in conjunction with 1203 Practicum in Counselling. The two courses may only be taken by students enrolled in Counselling programs. All students must arrange their practica in consultation with the department's Coordinator of Internship and Counselling Services.
M. A. Guttman

EDT1248 H Psychology of Sexism in Education and Related Methodologies

The course will focus on the ways that selection of research questions, conduct of research, and interpretation of findings in research on sex differences in cognitive, social, and emotional factors have perpetuated sexism in education at all levels. Emphasis on research methods will include examination of ways that some current researchers are breaking the self-perpetuating link between sexist attitudes and research and are developing new ways of understanding sex similarities and differences.
Staff

EDT1249 H Emotional Development

This course will review the major theoretical positions on emotional development, and then follow the child's social-emotional growth from birth through adolescence. The experience, expression, representation, and regulation of emotions will be examined with respect to universal developmental patterns as well as individual personality formation.
M. Lewis

EDT1250 H Fundamental Concepts of Psychosynthesis: Part I

This course is intended to introduce students to the fundamental concepts of Psychosynthesis. Psychosynthesis is an approach to counselling featuring the integration of the personality, and of the personality with the spiritual aspects of people. The course features experiential as well as didactic techniques.
Staff

EDT1251 H Fundamental Concepts of Psychosynthesis: Part II

This is a continuation of Psychosynthesis Part I. Students will be introduced to new ideas such as the notion of consciousness, duality, and unity and will explore in greater depth some of the major models introduced in Part I. The course will feature experiential as well as didactic techniques.
Prerequisite: 1250.
Staff

EDT1252 H Individual Reading and Research in Applied Psychology: Master's Level

Specialized study, under the direction of a staff member, focusing upon topics that are of particular interest to the student but are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.

EDT1253 H Feminist Issues in Counselling Psychology and Psychotherapy

This course examines the principles and practices of feminist therapy, theories of female development, and the psychology of women. Special emphasis is placed on relational theories. Specialized techniques and their application to specific and diverse groups of women will be reviewed.
L. Stermac

EDT1254 H Contemporary Issues in Human Sexuality and Sex Education

This course will survey significant social issues in human sexuality, using a variety of theoretical perspectives, with attention to race, class, and gender diversity. Ways of addressing the sexual information needs of people of all ages will be addressed.
M. S. Schneider

EDT1257 H Females' Psychological Development

Both traditional and modern theories of aspects of human psychological development pertaining to females are critically examined. Special emphasis is placed on the work of such feminist thinkers as Jean Baker Miller, Nancy Chodorow, Dorothy Dinnerstein, Irene Stiver, and Janet Surrey in promoting profound shifts in the ways that females' mental health and expected

course of emotional and cognitive development are described and promoted.
Staff

EDT1259 H Child and Family Relationships—Implications for Education

This course has a dual focus: consideration of theory/research related to child–parent relationships and family influences on child development, and application of this literature in examining current child care/education policy and program initiatives.
Staff

EDT1260 H Legal Issues in School and Child-Clinical Psychology

A critical analysis of the Canadian legal system's interface with children and youth. Individuals who intend to work with children in educational, clinical, or community settings will develop a working knowledge of legislation affecting children, the interface between legal and developmental/psychological issues, children's rights, and risks and opportunities for children in the context of today's legal system. Domains include education, health, family law (custody and access; protection), and criminal law. Specific topics include Ontario's child protection system, the Young Offenders Act, special education, issues in custody and access assessment, children's and youths' understanding of the legal system, etc.
Note: This is not intended as a law course, but to acquaint psychology practitioners with relevant legal issues.
M. Peterson-Badali

EDT1261 H Group Work in Counselling

Presentation of models of group work processes, as well as of current theory applicable to group work in counselling. Students will be expected to develop a catalogue of skills and ideas useful in the school setting, and to develop communication skills essential to group work. For students enrolled in Counselling programs only.
Staff

EDT1262 H Educational and Psychological Testing for Counselling

A survey of standardized tests typically used by counsellors in schools, community colleges, and other settings. Topics included are: a review of the basic concepts in tests and measurement; criteria for evaluating educational and psychological tests; rationale underlying the development of various tests; and practice in administration of tests and interpretation of test results. Individual intelligence scales and projective techniques are beyond the scope of this course.
S. A. Alvi

EDT1263 H Research Methods in Counselling Psychology

This course is designed for those who are enrolled in the M.Ed. (B) Counselling program. Quantitative and qualitative alternatives in the design and conduct of counselling research will be examined. Limitations on research from practical and ethical considerations will be addressed. Students will be introduced to library, computer, and consulting resources within OISE.
M. S. Schneider

EDT1264 H Contemporary Theories and Systems in Applied Psychology

An examination of the historical and philosophical bases of modern theories of applied psychology. Emphasis is on counselling, developmental, and educational psychology. The goals of the course are to make explicit the origins of current ideas in applied psychology and to demonstrate the importance of historical context in understanding research and practice issues.
R. Volpe

EDT1266 H Career Counselling and Development: Transition from School to Work

This course aims at preparing the counsellor for an expanded role in career guidance. It deals with all major aspects of career development. The topics covered are: social and economic context, theories of career development, the role of information, assessment of career development, career guidance programs, and recurring issues in career guidance.

S. A. Alvi

EDT1267 Y Advanced Practicum in Counselling

A continuation of 1203, designed primarily for M.Ed. students. Prerequisite: 1202, 1203, and permission of instructor.

Staff

EDT1268 H Career Counselling and Development: Transitions in Adulthood

This course focuses on the theories of career development and counselling techniques to deal with major career transitions. Topics include midlife career changes, career psychology of women, career planning and development in the workplace, relocation counselling, and retirement and leisure counselling.

S. A. Alvi

EDT1273 H Psychology of Disability and Empowerment

This theoretical and practical course is intended to encourage students to explore the issues involved in thinking about empowerment and disability. The phenomena referred to by such terms as "disability," "impairment," "integration," "professionalism," and "empowerment" are examined in class seminars through the analysis both of selected readings and of the experience of working with a disabled partner throughout the course. The course is suitable for any educator wanting to understand the experience of being handicapped and the barriers to empowerment those with handicaps must face.

P. Lindsay

EDT1274 H Research Planning in Applied Developmental Psychology

The purpose of the course is to promote skills in planning and conducting theoretically motivated and field-based research. Research designs combining theory with practice will be emphasized. Clarity of written expression both in research proposals and in final research reports will be required. A key feature will be the unique blend of field-oriented issues and theoretical knowledge necessary to conduct successful research in applied developmental psychology.

P. Lindsay, C. R. Musselman, and L. Siegel

EDT1277 H Seminar and Practicum in Applied Developmental Psychology

Examination and discussion of professional issues, activities, and relations associated with the practice of applied developmental psychology in a variety of settings, including the school system, community mental health centres and literacy programs, early childhood education settings, and special needs offices at the postsecondary level. The course includes a practicum that will provide experience and the opportunity to discuss strategies for applying principles of developmental psychology in different settings, professional consultation and collaboration, program modifications and the design of treatments based on psychological principles, case conferencing skills, and ethical consideration.

T. W. Humphries

EDT1281 H Psychology and Education of Children and Adults with Developmental Handicaps

The identification and etiology of developmental delay and the intellectual/social development of developmentally

delayed people. Issues of mainstreaming and segregation; curriculum-based, computer-assisted instructional procedures; programs for parents and adults.
Staff (offered as required)

EDT1282 H Psychology and Education of Deaf Children

Communication, psychological, and social issues in the education of deaf and hard-of-hearing individuals.
C. R. Musselman (offered as required)

EDT1284 H Behavior Disorders in Children and Adolescents

Psychological and educational characteristics of children and adolescents with behavior disorders with an emphasis on the interplay between constitutional and environmental factors that contribute to these disorders. Research on current assessment and intervention procedures will be analysed.
J. Wiener

EDT1285 H Psychology and Education of Children with Learning Disabilities

Characteristics of children with learning difficulties, their identification, and suggested remedial programs. Emphasis is placed on the concept of learning disability and on the educational implications of the research literature in the field.
T. W. Humphries and L. Siegel

EDT1286 H Psychology and Education of Adolescents and Adults with Learning Disabilities

Psychological and educational characteristics of adolescents and adults with learning disabilities with an emphasis on the interplay between constitutional and environmental factors that contribute to these disabilities and enable optimal functioning. Current intervention approaches used in educational, community, and work settings will be critically evaluated.
J. Wiener

EDT1290 H Psychology and Education of Autistic Children

This course offers a review of theories of the nature of autism, its causes, its treatment, and the assumptions underlying these theories. The relationship to other types of exceptionality is emphasized, and programs for autistic children are reviewed and evaluated, especially those within educational settings.
Staff

EDT1298 H Visually Handicapped Children and Youth

This course provides students with an overview of issues central to the education of visually handicapped children, along with practical experience; and develops individual research projects to be pursued by students in the general area of the course.
Staff

EDT1299 H Language Assessment and Intervention

The course will consider typical and atypical patterns of language acquisition, including the development of interpersonal communication and literacy. Various approaches to teaching language will be examined, as well as the communication needs of disabled learners in educational settings.
C. R. Musselman

JPX1001 Y Parenting: Multidisciplinary Perspectives

This course is designed to introduce students to a multidisciplinary range of approaches to the understanding of parenting. Research, theory, and professional practice are surveyed in a number of disciplines. Levels of analysis extend from the psychology of parenting to the societal context. Synthesis of the material is achieved via an organizing framework based on the social ecology of human development and via critical comparisons of different disciplinary perspectives.
C. M. Corter (Coordinator)

RESEARCH SEMINARS AT THE DOCTORAL LEVEL

The following research seminars are intended primarily for doctoral students in the Department of Applied Psychology. Basic research in the area of specialization is reviewed with a particular emphasis on the formulation of testable hypotheses that may lead to a contribution to the educational psychology field.

EDT3200 H Research Seminar on the Cognitive Processes in Education

An examination of knowledge—its representation, acquisition, and maintenance in memory. Topics include models of semantic memory, perception, attention, reading, aspects of language comprehension, learning, memory and its development, and individual differences in cognition.
Staff

EDT3202 H Advanced Practicum in School Psychology

Study of core areas of school psychology. Second-year doctoral students, under faculty supervision, will supervise M.A. students in 1216, 1220, and 1221. In addition, students will undertake advanced consultative and research projects involving the broad application of psychological principles to the school situation. Open only to doctoral students in School Psychology. Prerequisites: 1216, 1220, and 1221.
S. Miezitis and O. Weininger

EDT3203 H Children's Theory of Mind

Children's theory of mind underlies their ability to explain and predict human behavior, by attributing mental states, such as beliefs, desires, intentions, and emotions, to themselves and to other people. The course examines recent research in this new field, which unites cognitive, linguistic, and social development. The age range considered is infancy to early adolescence, with an emphasis on the preschool period.
J. W. Astington

EDT3205 H Research Methods in Applied Psychology

This course focuses on the four quantitative research methods most frequently used in psychology (observation, experiments, questionnaires, and semi-structured interviews) as well as their rationales and the implications of their use. The four main statistical methods of analysis—chi-square, analysis of variance, correlation, and regression—will be reviewed and applied to specific pieces of research. The preparation and writing of a dissertation proposal will be addressed.
K. Oatley

EDT3206 H Research Seminar in Development in Early Childhood

An examination of certain conditions during the infancy and toddler period of development that will have an impact on later behavior. Normal attachment development is studied with a view to recognizing deviations from it, and research literature focusing on this early period is explored with particular emphasis on attachment theory.
O. Weininger

EDT3208 H Research Seminar in Adolescent Development

This seminar is presented from a psychoanalytic point of view and covers the areas of emotional and affective processes; intellectual development and creativity; adolescent values, attitudes, and changing customs; psychological changes during the adolescent years.
O. Weininger

EDT3209 H Psychology of Language and Literacy

This course examines current research on psycholinguistics including syntax, semantics, and pragmatics. Topics considered are language development, language comprehension, language production, and language and literacy, as well as the role of linguistic processes in per-

ception, thinking, and instruction.
Prerequisite: Permission of instructor.
D. R. Olson

EDT3210 H Research Seminar in Social Psychology in Education

Organized around the ideas of persons-in-relation and mutual adaptation, this course attempts to consider what conceptions and methods are required in order to take a truly social-psychological perspective that involves two persons or more. Examples are drawn from teacher–student, counsellor–client, and parent–child transactions. Students are encouraged to try out a persons-in-relation perspective on their own research ideas.
Open to doctoral students only.
Staff

EDT3214 H Central Nervous System Information-Processing and Children's Learning

The relation between central nervous system organization and development and intellectual and cognitive skills is investigated, as are organizational dysfunctions and subsequent psychological impairment of learning processes.
Prerequisite: Permission of instructor.
O. Weininger

EDT3215 H Seminar in Counselling Psychology: Part I

Theories of counselling and psychotherapy are examined within a framework of current issues in psychology and are addressed through a constructive-developmental approach.
Staff

EDT3216 H Seminar in Counselling Psychology: Part II

Research, and a variety of research issues, in counselling and psychotherapy are examined. Students are required to demonstrate mastery of at least one area of research in counselling or psychotherapy through an in-depth analysis and critique of that area.
Staff

EDT3217 Y Practicum in Counselling Psychology

A course aimed at the further enhancement of counselling skills through the integration of clinical experience and research.
Prerequisite: Permission of instructor is required of all students other than those in Counselling Psychology.
N. Piran and staff

EDT3218 H Research Seminar in Counselling

A weekly seminar focusing on design and methodology in counselling and psychotherapy research. Students will analyse and redesign representative studies in the counselling literature. Each student will design a study or research program based on a thorough review of a particular counselling research area. It is expected that the review and research design will serve as a basis for a dissertation proposal for many students.
Prerequisite: 3215.
L. Stermac

EDT3220 H Analysis of Learning Tasks

A general introduction to problems of instructional design, viewed within an information-processing framework. Brief training is given in both classical (hierarchical) and modern (process-structural) approaches to task analysis. Each time the course is offered, it focuses on a different instructional problem.
C. Bereiter

EDT3221 Y Dynamic Assessment and Instruction Applied to Multicultural Contexts

This full-year course familiarizes students with the theoretical framework of L. S. Vygotsky, focused on children's learning strategies and on the socio-instructional dynamics that foster strategic/intentional learning. Vygotsky's concept of the zone of proximal development is central to research in this area. Zone theory is discussed in

the context of traditional cognitive strategies research and in terms of its practical applications. In particular, dynamic-functional assessment procedures are contrasted with those of more traditional norm-referenced model, considering needs of ethnically diverse populations. Prerequisite: Permission of instructor.
P. Gamlin

EDT3222 H Analysis of Teaching Strategies

In the applied focus of this course, direct consideration will be given to practice, analysis, and observation of teacher performance, to basic teaching strategies, and to exploration of the strategies in terms of classroom interaction, teacher training, supervision, and classroom research. The theoretical focus addresses social learning, modelling, practice, and feedback variables in teaching. This course is appropriate for anyone interested in teaching. Prerequisite: Permission of instructor.
Staff

EDT3223 H Psychoeducational Consultation: Effecting Change in the Schools

Theory and practice in visualizing and initiating change in educational settings. Dynamics of consultant and consultee relationships. Preventive models of service delivery based on collaborative problem-solving approaches. Analysis of practicum experiences in school or other settings of students' choice. Prerequisite: Permission of instructor.
S. Miezitis

EDT3224 H Individual Personality and Educational Assessment: Part I

A review of test theory, construction, reliability, and validity. Students will learn to observe, administer, and score tests, plus write psychological reports. Intellectual, achievement, perceptual, objective, and projective personality and vocational tests will be covered. A future internship involving testing is highly recommended to further develop psychometric competence.
Staff

EDT3225 H Individual Personality and Educational Assessment: Part II

This course is a continuation of 3224. Selected personality tests, objective and projective, are examined in greater depth, and interpretation of those tests related in some detail to selected theories of personality and psychopathology.
Staff

EDT3227 H Play and Education

A series of seminars dealing with the definition of the term "play" and its relation to both psychological and educational processes in the young child. The history of play will be examined in relationship to various theories that have been advanced concerning the need children have to play, the functions of play, and their relationship to psychological, social, cognitive, emotional, and physical development.
O. Weininger

EDT3229 H Cognition and Emotion in Development

After a review of theoretical perspectives on emotion, cognition-emotion interaction and the development of this interaction over the lifespan will be discussed. Contemporary approaches to modelling development will be introduced. Clinical and educational implications will be discussed, including emotional constraints on cognition and learning, individual differences in emotion, and the development of personality and psychopathology.
M. Lewis

EDT3231 H Object Relations Theory

This course will focus on the developmental framework proposed by Melanie Klein, covering the paranoid schizoid and the depressive positions and the early oedipal. Cases will be presented and discussed.
O. Weininger

EDT3233 H Research Seminar in Career Development

This course will familiarize students with research developments in vocational theory and practice. It will also attempt to examine new programs in career development and career counselling. This course will have an applied-research and a practice focus for both Ph.D. and Ed.D. students.
S. A. Alvi and M. A. Gutttman

EDT3234 Y Research Seminar in Multicultural Studies

This course will familiarize students with current issues in multicultural studies. Particular emphasis will be given to understanding the rhetoric of quantitative and qualitative research. The course is appropriate for students considering a dissertation proposal in intercultural studies as well as for students wishing to become knowledgeable in this area. A weekly seminar will focus on design and methodology in multicultural research. Students are required to demonstrate mastery of at least one area of research related to multicultural studies. They will review, analyse, and redesign representative studies in the multicultural literature. It is expected that for many students the review and research design will lead to the development of thesis proposals.
P. Gamlin

EDT3235 H Current Developments in Psychoanalysis: Self Psychology

This course focuses on the work of current psychoanalysts whose orientation is self psychology and the theory of intersubjectivity. Authors include Kohut, Basch, Stolorow, Wolf, Brandchaft, and Schwaber. Topics include empathy, intersubjectivity, transferences and countertransferences in the treatment of disorders of the self, and treating difficult patients. The course will be useful to those who plan to counsel students in an educational setting.
Staff

EDT3236 H Use of Guided Imagery in Counselling and Psychotherapy

This is an advanced-level course for students in Counselling programs. Students will study the principles and laws of imagery and receive practice and supervision in using guided imagery as a therapeutic tool. A background in Psychosynthesis or a familiarity with imagery as a tool for learning is essential. Prerequisite: 1250, or permission of instructor.
Staff

EDT3237 H Recent Advances in Cognitive Development and Education

This seminar will focus on contemporary theories of cognitive development. One or more classes of theories or general models will be selected each term. Changes in children's abilities and behaviors will be related to underlying changes in cognitive structures and processing.
Prerequisite: 1237 or its equivalent, or permission of instructor.
R. Case and M. Lewis (offered in alternate years)

EDT3238 H Special Topics in Applied Psychology

Description as for 1238.

EDT3240 H Projective Techniques

An advanced course in nonverbal projective techniques, with an emphasis on the Differential Diagnostic Technique.
O. Weininger

EDT3241 Y Advanced Practicum in Diagnostics and Psychotherapy

This course focuses on psychodiagnosis and psychotherapy, both of which contain theoretical and practical aspects. Prerequisite: Students must have permission of the instructor. They must also have completed 1224 and be taking or have completed 3240.
O. Weininger

EDT3242 H Interpretive Analysis: Implications for Education

A research seminar in interpretive inquiry. Emphases on conceptual background and practical processes as they relate to the world of the researcher and the world of "others."
V. Darroch-Lozowski

EDT3243 H Fundamentals of Psychoanalysis: Part I

This course examines classical psychoanalytic theory and technique through a reading and discussion of Freud's introductory lectures, many of his most important cases, his papers on technique, and other sources on technique. Parts I and II are appropriate for master's and doctoral students planning to assess or treat adults or children in an educational setting.
Staff

EDT3244 H Fundamentals of Psychoanalysis: Part II

This course deals with object relations theory and the beginnings of self psychology in psychoanalysis. The authors read and discussed include Balint, Fairbairn, Guntrip, Kernberg, Klein, Kohut, Mahler, Miller, Suttie, and Winnicott.
Staff

EDT3252 H Individual Reading and Research in Applied Psychology: Doctoral Level

Description as for 1252.

EDT3264 H Perspectives in Qualitative Research: An Overview of Methods and Issues: Part I

Students in this course will have an opportunity to explore a variety of "alternative" research approaches, and to consider theoretical assumptions and procedural, technical, and ethical issues associated with each. Among the methods to be studied in the first half are phenomenology, life history, narrative, ethnography, and case study.
A. Cole

EDT3265 H Perspectives in Qualitative Research: An Overview of Methods and Issues: Part II

This course is a continuation of 3264. In the second term, we sharpen our focus to study the methods of life history, narrative, biography, collaborative action research, and ethnography. Although the focus is on inquiry into teaching and classroom life, it is intended that the course also be relevant to those in other fields of inquiry. Permission of the instructor is required.
A. Cole

EDT3266 H Seminar: Applications of Psychological Analysis and Research Methods

An analysis of selected educational problems from a psychological perspective. It is anticipated that students will present specific problems or issues in the field that will be analysed from a variety of theoretical, methodological, and practical viewpoints. Specifically, these student presentations are intended to lead to the development of thesis proposals.
Staff

EDT3268 H Early Educational Intervention: Theory and Practice

This course will examine the theory and rationale for early intervention for at-risk infants and preschool children and the models of early intervention that have evolved. Family variables and family involvement in intervention programs will be covered, as will issues of identification and evaluation.
Staff

EDT3282 H The Psychology of Critical Thinking

This course examines current research and theory on the psychology of critical thinking and explores the philosophical and empirical foundations of the concepts of critical and rational thinking. The framework for the course will be provided by recent research in cogni-

tive, developmental, and educational psychology. Individual differences and the development of critical thinking will be discussed as a context for evaluating educational efforts to foster critical thinking.
K. E. Stanovich

EDT3286 H Developmental Neuropsychology

Introduction to the theoretical foundations of hemispheric asymmetries in function. The main purpose is to study current research and theoretical issues in development and in learning disabilities. The course focus is on basic research, but emphasis will also be given to implications for assessment and teaching.
L. Siegel

EDT3287 H Cognitive Science Applied to Exceptional Learners

This course uses the conceptual framework of cognitive science to study the processing problems underlying various types of exceptional learning. It will consider processing problems in areas of perception, memory, problem-solving, and metacognition from both an information-processing and a cognitive science point of view. It will also explore the "new look" in cognitive science—parallel distributed processing (PDP)—as an alternative conceptualization for how the brain works. The course is suitable for master's and doctoral students in Applied Developmental Psychology, Applied Cognitive Science, and School and Child-Clinical Psychology.
P. Lindsay

EDT3292 H Psychoeducational Assessment: Advanced Level

Students employ a combination of formal psychological and educational testing and ecological and dynamic assessment approaches to assess children and adults referred to the OISE Psychoeducational Clinic because of learning problems. Psychoeducational assessment is conceptualized as embedded in a counselling process wherein the contributions of clients, parents, and teachers are included in the diagnostic formulation; the goal is to enable them to achieve greater understanding of the nature of the learning problems and effective intervention approaches. This course is intended for students with backgrounds in either psychology or special education.
Prerequisite: 1216 or 4271 or 4292, or equivalent, and permission of instructor.
L. Siegel and J. Wiener

SPECIALIZATION IN ADAPTIVE INSTRUCTION

EDT4271 Y Assessment and Programming for Written Language Difficulties

This full-year course is designed to bring theory and practice together in the area of reading, spelling, and writing difficulties. A practicum component involves implementing a theory-based assessment and remediation model (with students of all ages), report writing, and consultation with teachers and parents. The course is intended to be useful in the training of psychometrists/psychologists, special education and curriculum consultants, and classroom and resource teachers.
This course is normally limited to students in the Applied Developmental Psychology and the School and Child-Clinical Psychology programs and to students in the Adaptive Instruction specialization in the Department of Curriculum.
D. M. Willows

EDT4275 H Technology for Developmental Diversity and Adaptive Instruction

This course will examine the potential of microcomputer-based technology in various types of learning environments. The focus is on the use of technology as a tool to increase the teacher's ability to handle a wide range of student learning needs in mainstreamed classrooms. The course is suitable for students in the departments of Curriculum and Applied Psychology who are using or are considering using computers in the classroom.

P. Lindsay and staff

EDT4276 H The Resource Consultant: Skills in Classroom Consultation (Pass/Fail)

This course will cover concepts in collaborative and other forms of consultation in the cycle of assessment and programming. The role of the consultant will emphasize indirect service to pupils by supporting regular classroom teachers. A practicum in consultation will be included. Candidates should have work experience in educational consultation and be familiar with concepts in curriculum-based assessment, program planning, and integration.

A. Jordan

EDT4280 H Issues in Adaptive Instruction

A critical analysis of current issues related to philosophy, practice, administration, mainstreaming and integration, and instructional and classroom adaptations.

A. Jordan, C. R. Musselman, and staff

EDT4283 H Psychology and Education of the Gifted

The identification and the intellectual, social, and emotional development of the gifted; educational programs in regular and special classes.

D. Keating

EDT4287 H Classroom-Based Counselling Approaches

A major aspect of adapting instruction for students with special needs is counselling students and parents. This course will consider those counselling approaches that are appropriate for teachers in schools and in postsecondary and treatment settings. A variety of techniques including social skills training, crisis intervention, and group counselling will be discussed.

J. Wiener

EDT4288 H Reflective Teaching and Analysis of Instruction

This course is designed to develop students' awareness of, reflection about, and evaluation of their own professional knowledge and skills in relation to work with a variety of learners, and their skills in analysing instruction and related work (individual and systemic).

U. Shafrir

EDT4291 H Special Topics in Applied Developmental Psychology and Adaptive Instruction: Master's Level

A course designed to permit the study (in a formal class setting) of specific areas not already covered in the courses listed for the current year. (This course does not fulfil the purpose of 4295, which is normally conducted on a tutorial basis.) A variety of courses may be offered under this category. For further information, see the course schedules available in early March.

Staff

EDT4292 H Assessment for Instruction

Critical analysis of assessment procedures including psychometric tests, curriculum-based assessment, and dynamic assessment and of the function of assessment in relation to adaptive instruction. A practical component is included.

T. W. Humphries, A. Jordan, and J. Wiener

EDT4293 H Interpretation of Research in Applied Developmental Psychology and Adaptive Instruction

Introductory course in the critical evaluation of research reports and in elementary research methods. Emphasis is given to research as a mode of critical inquiry, research design in mainstream and special education settings, and the importance of theory development in both basic and applied research.
E. Geva, P. Lindsay, C. R. Musselman, and L. Siegel

EDT4294 H Classroom Adaptations and Instructional Strategies

Students will become knowledgeable about components of adaptive instruction, principles involved in evaluating instructional materials, and understanding remedial/developmental approaches.
E. Geva, A. Jordan, and J. Wiener

EDT4295 H Individual Reading and Research in Applied Developmental Psychology and Adaptive Instruction: Master's Level

Specialized study, under the direction of a faculty member, focusing on topics that are of particular interest to the student but are not included in available courses. Although this course may be taken for other purposes, it is the vehicle through which the MRP requirement is fulfilled. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.
Staff

RESEARCH SEMINARS AT THE DOCTORAL LEVEL

EDT5280 H Research Seminar and Thesis Planning in Applied Developmental Psychology and Adaptive Instruction

Study and interpretations of research relevant to the student's doctoral thesis. Prerequisite: Permission of instructor.
E. Geva, L. Siegel, and K. E. Stanovich

EDT5281 H Research and Theories of Reading Disability

A survey of current empirical evidence and theoretical models of reading disability, focusing on basic research on reading disability deriving from cognitive and developmental psychology. Individual differences in reading acquisition will be discussed as a context for understanding reading disability. Students will conduct an in-depth analysis of a specific research problem relevant to reading disability and/or reading acquisition.
K. E. Stanovich

EDT5283 H Applied Developmental Psychology: Research and Methods

The course focuses on current research and methods in the emerging field of applied developmental psychology, including experimental, differential, developmental, and intervention approaches. Students will develop research expertise through work on their own projects and will broaden their understanding of the field through seminar discussion. Prerequisite: One graduate course in quantitative analysis, and permission of instructor.
D. Keating

EDT5284 H Assessment and Intervention in Multicultural/Bilingual Contexts

This course explores assessment and intervention issues and techniques arising in second-language and multicultural contexts. Topics covered include cross-linguistic assessment, prose compre-

hension, linguistic and communicative development, the role of orthography and phonological skills, mathematical disabilities, and communication with parents.
Prerequisite: at least one prior assessment course.
E. Geva

EDT5295 H Individual Reading and Research in Applied Developmental Psychology and Adaptive Instruction: Doctoral Level

Specialized study, under the direction of a faculty member, focusing on topics that are of particular interest to the student but are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.
Staff

EDT5298 H Special Topics in Applied Developmental Psychology and Adaptive Instruction: Doctoral Level

A course designed to permit study (in a formal class setting) of specific areas not already covered in the courses listed in the current year. (This course does not fulfil the purpose of 5295, which is normally conducted on a tutorial basis.) For further information, see the course schedules available in early March.
Staff

CURRICULUM

Merlin W. Wahlstrom, Ph.D. (Alberta)
Professor, and Chairperson of the Department
(applications of technology and research to curriculum; student and program evaluation; adaptive instruction)

Graduate Studies Academic Secretary, to whom admission inquiries should be addressed:
Normand J. Frenette, Ph.D. (Montréal)
Associate Professor, and Associate Chairperson of the Department
(general curriculum; cultural determinants of the curriculum; development of curriculum policy; minority education; Franco-Ontarian studies)

Johan L. Aitken, Ph.D. (Toronto)
Professor, cross-appointed from the Faculty of Education, University of Toronto, and the Centre for Teacher Development
(teacher education and development; literary theory, language, and literature across the curriculum, including children's literature and English and textual studies at all levels)

J. Patrick B. Allen, Ph.D. (Essex)
Associate Professor
(linguistic theory; educational linguistics of English; curriculum design and methodology; English as a second language)

Deanne Bogdan, Ph.D. (Toronto)
Professor, cross-appointed from History and Philosophy of Education

David Booth, M.Ed. (Durham)
Professor, cross-appointed from the Faculty of Education, University of Toronto
(drama in education; interdisciplinary arts education; teacher education)

Barbara J. Burnaby, Ph.D. (Toronto)
Professor, cross-appointed to Adult Education
(cross-cultural language and literacy; English as a second language; native education; adult basic literacy)

Stacy Churchill, Ph.D. (London), Diplômé de l'Institut d'Études Politiques (Paris)
Professor
(analysis and development of educational policies and programs; minority education; Franco-Ontarian studies; international, multicultural, and human rights education)

Rina S. Cohen, Ph.D. (Ottawa)
Associate Professor
(computer applications in the curriculum; mathematics education; situated learning; holistic approaches to curriculum)

F. Michael Connelly, Ph.D. (Chicago)
Professor, and Director, Centre for Teacher Development
(personal-practical knowledge, narrative research methods, and stories of experience with reference to classroom studies, teacher thinking, and policy implementation; scientific inquiry as a basis for science curriculum)

David J. Corson, Ph.D. (London)
Professor, cross-appointed from Educational Administration

Alister Cumming, Ph.D. (Toronto)
Associate Professor, and Head, Modern Language Centre
(English as a second/foreign language; language learning; instruction and cur-

riculum; writing in second languages; evaluation; applied cognitive science)

James P. Cummins, Ph.D. (Alberta)
Professor
(multiculturalism and minority language education; bilingual education; psycholinguistics; language and the school curriculum; critical pedagogy)

Marcel Danesi, Ph.D. (Toronto)
Professor, cross-appointed from the Department of Italian Studies, University of Toronto
(heritage languages; second-language teaching methodology; bilingualism; applied psycholinguistics; materials development)

Lynn E. Davie, Ph.D. (Wisconsin)
Professor, cross-appointed to Adult Education
(instructional design in distance education; computer applications; computer-supported qualitative analysis; adult learning)

C. T. Patrick Diamond, Ph.D. (Queensland)
Professor, cross-appointed from the Faculty of Education, University of Toronto, and the Centre for Teacher Development
(life history, narrative, and repertory grid research methods; personal construct theory; teacher knowledge and development; classroom studies)

John A. Eisenberg, A.M. (Pennsylvania)
Professor, cross-appointed from History and Philosophy of Education

Joseph P. Farrell, Ph.D. (Syracuse)
Professor, cross-appointed to Adult Education
(comparative and international education; planning education for social development, especially in developing countries; comparative teacher development; education policy studies; evaluation of reform projects)

Grace Feuerverger, Ph.D. (Toronto)
Assistant Professor, cross-appointed from the Centre for Teacher Development
(multicultural perspectives in teacher education; ethnic identity maintenance and language learning; attitudes toward heritage language learning; cultural and linguistic diversity in classrooms)

Diane Gérin-Lajoie, Ph.D. (Toronto)
Assistant Professor, and Associate Head, CRÉFO/CFOS
(Franco-Ontarian education; qualitative analysis; gender and education; multiculturalism and French-language education; curriculum policy; school and society)

Esther Geva, Ph.D. (Toronto)
Associate Professor, cross-appointed from Applied Psychology

Gila Hanna, Ph.D. (Toronto)
Professor
(data analysis and statistics; mathematics education)

Birgit Harley, Ph.D. (Toronto)
Professor
(theory and methodology of second-language teaching; curriculum development and design; second-language acquisition research)

Suzanne E. Hidi, Ph.D. (Toronto)
Associate Professor
(research and evaluation of writing; interest and the curriculum; science education and gender differences; attention, memory, and electrophysiological measurements)

Derek Hodson, Ph.D. (Manchester)
Professor
(history, philosophy, and sociology of the science curriculum; school-based

assessment and curriculum evaluation strategies; concept development in science technology)

Anne Jordan, Ph.D. (Toronto)
Professor, cross-appointed to Applied Psychology
(policies and practices in special education delivery; teacher development through collaborative consultation and resource support)

Brent S. Kilbourn, Ph.D. (Toronto)
Associate Professor, cross-appointed from the Centre for Teacher Development
(analysis of teaching; classroom interaction; pedagogical knowledge; professional development; science education)

Normand Labrie, Ph.D. (Laval)
Associate Professor, and Head, CRÉFO/CFOS
(sociolinguistics; language planning; minority-language issues; bilingualism)

Tony C. M. Lam, Ph.D. (Washington)
Associate Professor, cross-appointed from the Faculty of Education, University of Toronto
(applied measurement; program evaluation; classroom assessment)

Sharon Lapkin, Ph.D. (Toronto)
Associate Professor
(French as a second language research; bilingual education; second-language writing; language assessment)

Malcolm A. Levin, Ed.D. (Harvard)
Associate Professor, and Assistant Director (Academic), OISE, cross-appointed from History and Philosophy of Education

Peter Lindsay, Ph.D. (Toronto)
Associate Professor, cross-appointed from Applied Psychology, and cross-appointed to the McLuhan Program in Culture and Technology, University of Toronto

Leslie D. McLean, Ph.D. (Wisconsin)
Professor
(data analysis; evaluation; assessment of achievement)

Robert S. McLean, Ph.D. (Carnegie-Mellon)
Associate Professor
(the Internet; computer technology; curriculum uses of computers; instrumentation; software development; virtual reality)

Jack Miller, Ph.D. (Toronto)
Professor, and Head, OISE Niagara Centre
(curriculum orientations; holistic education; spirituality in education; global education)

Robert Morgan, Ph.D. (Toronto)
Associate Professor
(cultural studies and critical pedagogy; media education; critical theory and history of English studies; cultural theory)

G. Philip Nagy, Ph.D. (Alberta)
Professor
(measurement; evaluation; data analysis)

Shizuhiko Nishisato, Ph.D. (North Carolina)
Professor
(psychometrics and analysis of categorical data (dual scaling))

William P. Olivier, Ph.D. (Texas)
Associate Professor
(development of curriculum materials and systems for computer-assisted instruction/training and interactive multimedia; research in instructional and media design)

H. Howard Russell, Ed.D. (Toronto)
Professor Emeritus
(evaluation and curriculum; classroom studies)

Marlene Scardamalia, Ph.D. (Toronto)
Professor
(research on cognitive processes, intentional learning, and the design of computer-supported intentional learning environments)

David Selby, Ph.D. (Birmingham)
Professor, cross-appointed from the Faculty of Education, University of Toronto (Director, International Institute for Global Education)
(global education; human rights education; humane education; environmental education)

Linda Siegel, Ph.D. (Yale)
Professor, cross-appointed from Applied Psychology

Roger I. Simon, Ph.D. (Yale)
Professor
(critical pedagogy and cultural studies; ideological analyses of text and discourse; implications of popular culture for curriculum development and teaching)

Keith E. Stanovich, Ph.D. (Michigan)
Professor, cross-appointed from Applied Psychology

Edmund V. Sullivan, Ph.D. (Syracuse)
Professor, cross-appointed from Adult Education

Merrill K. Swain, Ph.D. (California at Irvine)
Professor, cross-appointed to the Department of Linguistics, University of Toronto
(applied linguistics, psycholinguistics; bilingualism and bilingual education; L2 classroom research)

Ross E. Traub, Ph.D. (Princeton)
Professor
(educational measurement and evaluation)

Joel Weiss, Ph.D. (Chicago)
Associate Professor
(curriculum studies; program evaluation; research and professional practice; social policy analysis; relationships between school and non-school environments such as museums, work, homes)

C. Gordon Wells, Ph.D. (Bristol)
Professor
(language development both spoken and written; language, literacy, and learning across the curriculum; classroom interaction; discourse analysis; sociocultural theory; collaborative research with teachers)

Joyce A. Wilkinson, Ph.D. (Minnesota)
Associate Professor
(interdisciplinary arts education, holistic arts therapies, and arts teacher education, specifically in elementary/early childhood, multicultural, gifted, and special education)

Dale M. Willows, Ph.D. (Waterloo)
Professor, cross-appointed from Applied Psychology

CROSS-APPOINTED FROM THE OFFICE OF FIELD SERVICES AND RESEARCH:

Denis Haché, M.B.A. (Moncton)
Project Director, and Head, Centre de recherches en éducation du Nouvel-Ontario (CRÉNO), Sudbury
(professional development; strategic planning; school improvement; distance education; ethnolinguistic vitality)

Lynne Hannay, Ph.D. (Ohio State)
Associate Professor, and Head, OISE Midwestern Centre
(curriculum processes; school-based

curriculum development; professional development; action research)

John A. Ross, Ph.D. (McMaster)
Professor, and Head, OISE Trent Valley Centre
(curriculum development; school change; program evaluation)

Wayne Seller, M.Ed. (Lakehead)
Project Director, and Head, OISE Northwestern Centre; and Field Centre Division Head
(curriculum implementation and evaluation; coaching as an implementation strategy)

Elizabeth M. Smyth, Ph.D. (Toronto)
Project Director, OISE Northwestern Centre
(curriculum development for gifted learners; historical evolution of curriculum in the secondary schools of Ontario; gender issues; development and delivery of curriculum at the secondary school level)

ASSOCIATED INSTRUCTORS:

Steve Anderson, Ph.D. (Toronto)
Associate Professor, Faculty of Education, University of Toronto

Mary Beattie, Ed.D. (Toronto)
Assistant Professor, Faculty of Education, University of Toronto

Linda Cameron, Ph.D. (Toronto)
Assistant Professor, Faculty of Education, University of Toronto

Michael Fullan, Ph.D. (Toronto)
Professor, and Dean designate, OISE/UT; see faculty listing in Sociology in Education

Harvey A. Skinner, Ph.D. (Western Ontario)
Professor, Department of Community Health, University of Toronto

Dennis Thiessen, Ph.D. (Syracuse)
Professor, and Associate Dean, Academic, Faculty of Education, University of Toronto

Richard G. Wolfe, B.A. (Wisconsin)
Project Director, and Head of Computing Services Group
(data analysis and statistics; research and school applications of computers; achievement surveys)

PROFESSORS EMERITI:

Richard Courtney, B.A. (Leeds), F.R.S.A.
Ronald G. Ragsdale, Ph.D. (Wisconsin)
Frederick B. Rainsberry, Ph.D. (Michigan State)
Floyd G. Robinson, Ph.D. (Alberta)

ASSOCIATE PROFESSORS EMERITI:

Donald F. Burrill, Ph.D. (Cornell)
Chester D. Carlow, Ph.D. (Syracuse)
Peter J. Evans, M.Ed. (Toronto)
Garnet L. McDiarmid, Ph.D. (Syracuse)
George S. Tracz, Ph.D. (Toronto)

PROGRAMS OF STUDY

The Department of Curriculum offers programs of study leading to M.Ed., M.A., Ed.D., and Ph.D. degrees of the University of Toronto. The department is a forum for systematic reflection on the substance (subject matter, courses, programs), purposes, and practices used for bringing about learning for students, teachers, teacher educators, and other professionals. We are concerned with such fundamental issues as: What should be studied? why? by whom? how should they be educated? in what ways? and in what settings? Reflection upon such issues involves an interplay among the major components of education: subject matter, learning, teaching, and the larger social, political, and economic contexts as well as the immediate instructional situation.

As practised in this department, therefore, the study of curriculum involves the consideration of issues and factors influencing the conceptualization, design, implementation, and evaluation of the curriculum through an examination of learning and teaching situations; of the life experience of students, teachers, and others; of instructional practices; of the organizational structure of institutions; of policy-making; and of materials used in formal and informal educational programs. The resources of other disciplines, including philosophy, the social and behavioral sciences, and communications theory, are used to examine the relationships between curriculum, the nature of knowledge, and the dynamics of communication in the context of learning and teaching situations. Appropriate research skills are developed through coursework within the department; courses that address specific types of research (e.g., qualitative or statistical research) are also available.

Eight areas of specialization are supported within the department. Applicants are requested to indicate an area of specialization on their application form (B#3). This information is important, as it assists in the evaluation of applications for admission and the assignment of faculty advisors. The eight areas are:
—Adaptive Instruction
—Computer Applications
—Comparative, International, and Development Education
—Critical Pedagogy and Cultural Studies/Transformative Learning
—Curriculum Studies
—Second-Language Education (Modern Language Centre)
—Measurement and Evaluation
—Teacher Development (Centre for Teacher Development)

Measurement and Evaluation and Computer Applications are separate programs with their own requirements for admission and course of study. Adaptive Instruction is an interdepartmental specialization, and also has particular required courses. Please see the appropriate section below for details.

Each student should plan his or her own program of study in consultation with the advisor, in the light of background, interests, and career intentions. In addition to the general areas of specialization supported within the department, there are departmental and interdisciplinary focus areas. These are not formal programs; they are clusters of courses that highlight a particular component of curriculum, offered by instructors with common research interests. Focus areas are listed within each area of specialization below. Students may wish to indicate a particular focus area on their application forms. This information is not required but may assist in the assignment of a faculty advisor.

Although students may concentrate in a particular area, we actively promote a concern for the interplay among the various educational components and perspectives. The department believes that there is an inextricable link between theory and practice and actively promotes reflexivity between the two. Thus, students interested in educational practice learn to adopt this perspective with a reflective stance, and those with conceptual interests to cultivate the ability to contextualize curricular phenomena. These links between conceptual frameworks, educational practices, and research/inquiry are very much a feature of thesis work within the department.

AREAS OF SPECIALIZATION

Adaptive Instruction

Adaptive Instruction is an interdepartmental specialization between the departments of Curriculum and Applied Psychology. It is concerned with the relationship between learning and instruction, addressing such issues as:
—characteristics of instruction and its adaptation to meet the diverse needs of learners in modern classrooms;
—characteristics of learners, their development, and the individual differences contributed by exceptional learning needs.

The faculty offer expertise in the area of reading and reading disability (Geva, Siegel, Stanovich, Willows), in addition to adaptive technology (Lindsay) and school-based models for delivery of programs, including integration (Jordan).

Note that the courses included in the Adaptive Instruction specialization are identified by 4000 (master's level) and 5000 (doctoral level) and receive credit for the home department course requirement in either the Department of Curriculum or the Department of Applied Psychology.

For details and course descriptions, see the Adaptive Instruction section in the course listings of this department (page 149) as well as the general description in the section "Interdepartmental Specializations."

Comparative, International, and Development Education

An integrated set of courses has been developed for students who wish to study teaching and learning, curriculum, or general education issues from a comparative or cross-cultural perspective. This specialization is part of the interdisciplinary focus in Comparative, International, and Development Education (see "Interdisciplinary Focuses" section). Interested students should seek further information from Joseph P. Farrell, Head, Comparative, International, and Development Education Centre.

Computer Applications

Computer Applications is a separate program with its own requirements for admission and course of study. The program develops knowledge and skills in the application of computers in teaching, learning, adult training, and research. Areas of study include the design of systematic instruction, multimedia, individualized instruction, computers in the curriculum, computers as communication devices, access to educational resources around the world via Internet, computers as research tools, and computer environments for learning. (See page 130 below.)

Critical Pedagogy and Cultural Studies/Transformative Learning

Students concentrating their studies in this area will be exploring issues of how social justice, diversity, and community may be addressed and enhanced by a broad range of educational practices in schools as well as in other sites of cultural work. Emphasis is given to social, cultural, and pedagogical theory as resources engaging with the work of social transformation. Interests of students currently enrolled in this area include: pedagogical responses that support the positive recognition of social differences such as race, class, gender, sexuality, and ethnicity; analysis of existing and formulation of alternative representational practices in literary work, history, art, and modern media; education for environmental sustainability; First Nations education; the impact of new technologies on education and their implication for education. (Cummins, Gérin-Lajoie, Morgan, Selby, Simon, Sullivan, Weiss)

For further description of Transformative Learning see the "Interdepartmental Specializations" section.

Curriculum Studies

There are six focus areas within Curriculum Studies. Please note that these are not academic programs but clusters of courses and/or faculty linked by particular research interests. Applicants may indicate an interest in a particular focus area on their application forms; this information will assist in the assignment of an advisor.

Curriculum Policy Studies

This focus has as its purpose the development of critical frameworks for the examination of broader curricular issues such as: what the curriculum should contain, the relation of schools to society, the relationship between teaching and learning, and the conditions for structuring curriculum. Applications are made to differing conceptions, practices, and forms of inquiry. (Connelly, Frenette, Miller, Russell, Simon, Wahlstrom, Weiss).

Educational Practices

Concerned with methods for improving the school curriculum, including policy- and decision-making, design, implementation, evaluation, consultancy. (Churchill, Hannay, Miller, Ross, Russell, Smyth, Wahlstrom, Weiss)

Holistic Education

This focus is based in holism, or the concept of an interconnected reality. Holistic education attempts to facilitate connectedness within the curriculum and within students. A particular emphasis within the program is the connection between one's inner life and the external world. Courses in this program focus on creativity, contemplation, imagery, the arts, values and worldviews, the role of science and technology, and experience-based approaches to language and learning. (Booth, Hodson, Miller, Wells, Wilkinson)

Language, Literacy, and Literature across the Curriculum

This area is concerned with the role of language both as text and as process in relation to the curriculum as a whole. (Aitken, Booth, Simon, Wells, Willows)

Learning in Non-School Environments

The focus is on learning in everyday settings, such as the home, the workplace, and community cultural institutions (e.g., museums). The links with schools, in the form of cooperative education programs and field trips, are of particular interest. (Morgan, Simon, Weiss)

Science, Technology, and Mathematics Education

Perspectives adopted in individual courses in this area of curriculum studies combine to provide a critical framework within which to address issues of significance in contemporary international debate about the nature and purpose of education in science, technology, and mathematics at elementary, secondary, and tertiary levels. (Cohen, Hanna, Hodson, Ross, Russell, Wahlstrom, Weiss).

Second Language Education

Studies in this area focus on curriculum, instruction, and policies for education in second, foreign, and minority languages, particularly in reference to English and French in Canada but also other languages and settings—including studies of language learning, methodology and organization of classroom instruction, language education policies, and student and program evaluation, as well as issues related to bilingualism, multilingualism, cultural diversity, and literacy. (Allen, Churchill, Cumming, Cummins, Geva, Harley, Labrie, Lapkin, Swain)

Most of the faculty and students working in this area conduct research in the Modern Language Centre. Although most courses appropriate to this area of study are offered within OISE, students may take some coursework in the graduate Department of Linguistics of the University of Toronto or in language departments in the School of Graduate Studies at the University of Toronto. Students should consult the current Calendar of the School of Graduate Studies for information concerning these courses.

Measurement and Evaluation

Measurement and Evaluation is a separate program with its own requirements for admission and course of study. Students entering this program specialty will study quantitative and qualitative methods for use in assessment, policy studies, and evaluation, both at the school level and large-scale. Topics include: research design, instrument development, quantitative and qualitative data analysis, and the statistical and psychometric theories germane to these topics. (See page 129 below.)

Teacher Development

Teacher Development is a distinct program fully integrated with Department of Curriculum requirements. There are two focus areas:
—Reflection, Inquiry, and Practice
—Improvement of Practice.

A further description of these areas, along with a list of core and associated faculty, is found on page 131. Most of the faculty and students working in this area conduct research in the Centre for Teacher Development.

DEGREE PROGRAMS

(Please note that the Computer Applications and Measurement and Evaluation programs have their own requirements for admissions and degrees—see page 130).

Although the minimum requirement for admission to a master's program is the equivalent of a University of Toronto bachelor's degree with standing equivalent to a University of Toronto mid-B, students normally need a higher academic standing to compete effectively with the large number of applicants to be considered each year. Given the limited number of students this department may accept into the majority of its programs, not all eligible applicants can be admitted.

Applicants may specify up to two specializations in the Department of Curriculum, but should clearly designate the specializations and the order of preference. Applications will not be reviewed until this information is provided.

All applicants must submit:
(a) A *statement of purpose*, in duplicate, which is a carefully prepared short essay telling the admissions committee why the applicant wishes to undertake a graduate program in curriculum. Refer to the applicable degree for specified issues that should be addressed. The statement is an essential part of every application; an applicant who omits it will not be considered for admission;
(b) *Two letters of reference:*
—master's candidates: where possible one should be from a university professor who knows the applicant's current scholarship and/or professional work;
—doctoral candidates: where possible both should be from university profes-

sors who know the applicant's current scholarship and/or professional work.

MASTER OF EDUCATION

Applicants should refer to the "Application for Admission" and the "General Requirements for Admission and Degrees" sections. Ordinarily students who enter this program will have a minimum of one year of professional experience.

In the *statement of purpose*, an applicant to the M.Ed. program should relate the reasons why he or she wishes to study curriculum at the graduate level. The chief academic interests, professional concerns, and career plans within curriculum should be discussed. The committee reviews this statement to determine the kind of curriculum problem or area of study in which an applicant is most interested. It also looks for signs of his or her intellectual maturity and ability to write.

The M.Ed. degree program in the Department of Curriculum is pursued under Option II (eight half-courses plus a research project) and will normally consist of the following courses:
—1300 Foundations of Curriculum (required course for all Curriculum students at the master's level);
—three other half-courses chosen within the Department of Curriculum;
—four elective half-courses chosen according to the individual's background and interests. These may be selected from course offerings in any department of OISE, including Curriculum, or in another graduate department of the University of Toronto.

Off-Campus Courses

The department offers some off-campus sections of curriculum courses. These include on-site courses in various locations (e.g., Kitchener, Guelph, Peterborough) as well as courses offered in the distance learning mode (audio and computer conferencing).

MASTER OF ARTS

Applicants should refer to the "Application for Admission" and the "General Requirements for Admission and Degrees" sections. The program may be undertaken on a full- or part-time basis. Ordinarily, students who enter this program will have a minimum of one year of professional experience.

In the *statement of purpose*, an applicant to the M.A. program should relate the reasons why he or she wishes to undertake a research-oriented program in curriculum. The chief academic interests, professional concerns, and career plans within curriculum should be discussed. The committee reviews this statement to determine the kind of curriculum problem or area of study in which an applicant is most interested. It also looks for signs of his or her intellectual maturity and ability to write.

Admission to the M.A. degree program normally requires mid-B standing in the final year of a four-year University of Toronto bachelor's degree or its equivalent in a relevant discipline or professional program. The M.A. program consists of eight half-courses and a thesis. Additional courses may be required of some applicants. In addition to completing the master's thesis, students in the M.A. program will normally undertake a minimum of half their coursework in this department, including 1300 Foundations of Curriculum (required course for all Curriculum students at the master's level). The remainder of their coursework may be selected from this department, from any other department of OISE, or from another graduate department of the University of Toronto, with the approval of the faculty advisor.

DOCTOR OF EDUCATION

The Ed.D. program in Curriculum is intended for established practitioners in positions that involve responsibility for curriculum design and implementation, including professional development of both pre-service and in-service teachers. The program emphasizes the relationship between theoretical perspectives and curriculum practice in order to develop intellectual leadership among promising professionals in a variety of roles in education. In general, the Ed.D. thesis concerns some aspect of curriculum that may be studied within the framework of the candidate's professional role.

Applicants should refer to the "Application for Admission" and the "General Requirements for Admission and Degrees" sections. The Qualifying Research Paper or its equivalent, referred to in the latter section, must be completed before coursework for credit in the Ed.D. program is begun. However, the paper need not be completed at the time of application. In general, the Department of Curriculum's view of a Qualifying Research Paper is consistent with the guidelines contained in the *OISE Guidelines for the QRP.* To permit an accurate assessment of the degree of equivalence that exists between an applicant's master's program and a master's program in Curriculum at OISE, course descriptions of all graduate courses relevant to a focus within the Department of Curriculum should be submitted with the application. A copy of the master's thesis may be requested if one has been completed.

Departmental Requirements

In addition to the general admission requirements for the Ed.D. outlined in the "General Requirements" section, students who enter this program will ordinarily have a minimum of three years of professional experience in education.

In the *statement of purpose*, an applicant to the Ed.D. program should state the reasons why he or she wishes to undertake a professional doctoral program in curriculum. The interests or problems to be pursued during his or her period of study should be specified. Prior research and development experiences should be briefly described.

Program and Pattern of Study

Regulations governing the Ed.D. program are outlined in the "General Requirements for Admission and Degrees" section. Each program of study, which normally consists of a minimum of eight half-courses, four of which will normally be taken in the Department of Curriculum, is tailored individually. It is highly recommended that the student take at least one course on research methodology.

The required minimum period of full-time on-campus study—residence (which must be in the Winter Session)—may be undertaken any time within the time limit specified for the degree. An Ed.D. comprehensive examination is required. Candidates will typically find that about two years beyond the residence is required to produce an acceptable thesis.

DOCTOR OF PHILOSOPHY

The Ph.D. program in Curriculum is intended primarily as preparation for academic positions in universities, and demands a strong commitment to curriculum research. Applicants should refer to the "Application for Admission" and the "General Requirements for Admission and Degrees" sections. In general, the Department of Curriculum's view of a Qualifying Research Paper (see the latter section) is consistent with the guidelines contained in the *OISE Guidelines for the QRP.* To permit an accurate assessment of the degree of equivalence that exists between an applicant's master's program and a master's program in Curriculum at OISE, course descriptions of all graduate courses relevant to a focus within the Department of Curriculum should be submitted with the application. A copy of the master's thesis may be requested if one has been completed.

Departmental Requirements

In addition to the general admission requirements for the Ph.D. outlined in the "General Requirements" section, students who enter this program will ordinarily have a minimum of one year of professional experience.

In the *statement of purpose*, an applicant to the Ph.D. program should relate the reasons why he or she wishes to undertake training in scholarly inquiry. The interests or problems to be pursued during his or her period of study should be specified. Prior research and development experiences should be described.

Program and Pattern of Study

In addition to the major thesis, a comprehensive examination, and other requirements as described in the "General Requirements" section, students admitted to a six half-course program will normally undertake a minimum of four half-courses in curriculum. It is highly recommended that they take at least one course on research methodology. The remaining two half-courses will normally be taken in this or another department of OISE.

COMPUTER APPLICATIONS PROGRAM

CORE FACULTY

William P. Olivier, Program Coordinator
Rina S. Cohen, Graduate Studies Academic Secretary, to whom admissions inquiries should be directed
Lynn E. Davie
Robert S. McLean
Marlene Scardamalia
Richard G. Wolfe

ASSOCIATED FACULTY

Suzanne E. Hidi

The M.Ed. and Ed.D. programs are designed for the practising educator who wishes to acquire knowledge and skills in computer applications, with emphasis on applying these to education. Students newly admitted to the M.Ed. degree program are required to pursue Option II (eight half-courses plus a research project/paper).

The M.A. and Ph.D. programs emphasize more theoretical concerns of these fields. The M.A. program may be undertaken on a full- or part-time basis. Candidates registered in a doctoral program will be required to take course 3522 and a comprehensive examination during the program.

At the master's level, course 1503 provides foundation knowledge. Specific areas of applications and methodology follow in other 1500-level courses. Skills in selected kinds of computer programming and in the use of computers will be required for some courses in computer applications.

In order to acquire depth in a field of specialization, students in each degree program (M.Ed., M.A., Ed.D., or Ph.D.) must take a least half of their required courses in computer applications. Students are expected to have an account on the OISE central computer and to learn to use e-mail, the Internet, and specialized software (e.g., computer conferencing, statistics packages) relevant to various courses. Some courses utilize a range of microcomputers. Students using their own computer(s) must be able to transfer files to and from the OISE computer (free software available).

Students in Computer Applications may specialize in one of the following areas:

Applied Cognitive Science
Registrants in Computer Applications have access to the interdepartmental specialization in Applied Cognitive Science. Please refer to the description in the "Interdepartmental Specializations" section. Faculty from this department associated with this specialization are William Olivier and Marlene Scardamalia. Contact William Olivier for further information.

Instructional/Educational Technology
The emphasis is on learning tasks where there are clear objectives and the need to individualize instruction, taking account of what is known about human learning and development. Opportunities are available for practical experience, but students should not expect to become specialists in the technical aspects of media and computers. Relevant courses include 1518 as a foundation, and 1501, 1505, 1509, 3503. Interested students should contact William Olivier.

MEASUREMENT AND EVALUATION PROGRAM

CORE FACULTY

Ross E. Traub, Program Coordinator
Leslie D. McLean, Graduate Studies Academic Secretary, to whom admission inquiries should be directed
Stacy Churchill
Gila Hanna
G. Philip Nagy
Shizuhiko Nishisato
Merlin W. Wahlstrom
Joel Weiss
Richard G. Wolfe

ASSOCIATED FACULTY

Harvey A. Skinner

The M.Ed. and Ed.D. programs are designed for the practising educator who wishes to acquire knowledge and skills in measurement and evaluation, with emphasis on applying these to education. Students newly admitted to the M.Ed. degree program are required to pursue Option II (eight half-courses plus a research project/paper).

Candidates registered in a doctoral program will be required to take a comprehensive examination during the program. The M.A. and Ph.D. programs emphasize more theoretical concerns of these fields. The M.A. program may be undertaken on a full- or part-time basis.

In order to acquire depth in a field of specialization, students in each degree program (M.Ed., M.A., Ed.D., or Ph.D.) must take at least four half-courses in their area of specialty.

Students are expected to have an account on the OISE central computer and to learn to use e-mail, the PARTI conference system, and specialized software (e.g., statistics packages) relevant to various courses. Students are required to use microcomputers in some courses. Students using their own computer(s) must be able to transfer files to and from the OISE computer (free software available).

The Measurement and Evaluation program is designed to develop knowledge and skills in quantitative and qualitative methods used in research and in evaluation. For the master's degree, the domains covered include the design of research and evaluation studies, the development of instruments and related theory, the collection and analysis of data, and statistical theory and methods.

For the doctoral degree, students are expected to specialize in either Measurement or Evaluation. The Measurement specialization is for those interested in quantitative methods and theory, including psychometric and statistical theory. The Evaluation specialization is for those interested in the evaluation of programs (including a wide range of social and educational programs) or in student evaluation (including large-scale assessments of student achievement), using both qualitative and quantitative methodologies.

Candidates entering the master's program in Measurement and Evaluation are ordinarily required to take courses 1691, 1692, 1693, 1694, and 3666. (Candidates with equivalent training in one or another of these courses may apply for an exemption.) Master's candidates who have not studied statistics at least to the level of course 1666 must take 1666 as an extra course.

Candidates for either doctoral degree in Measurement or Evaluation are expected to have taken courses 1691, 1692, 1693, 1694, and 3666 or their equivalents. Doctoral candidates lacking one or more of them are required to take them in addition to the regular doctoral program, which must include at least four 3600-level courses.

ADMISSION REQUIREMENTS: Computer Applications and Measurement and Evaluation Programs

(a) The admission requirements for the M.Ed. degree program are outlined in the "General Requirements for Admission and Degrees" section.
(b) The usual admission requirement for the M.A. is a four-year bachelor's degree in mathematics, statistics, computer science, or a relevant social or behavioral science.
(c) Students may be admitted to the Ed.D. or Ph.D. contingent upon satisfactory completion of a Qualifying Research Paper or a master's thesis. A student's admission will be confirmed, however, only when his or her Qualifying Research Paper or master's thesis has been judged to be of sufficiently high quality to warrant admission into the doctoral program. (Please consult the *OISE Guidelines for the QRP* and the admission requirements in the "General Requirements" section.) The ideal arrangement is for Ed.D. candidates to begin their Ed.D. program on a part-time basis so that they can devote most of their year of full-time study to their dissertation research.

In addition, those applying to either the Computer Applications or Measurement and Evaluation program must submit:
(a) A *statement of purpose*, which is a short, carefully prepared essay telling the admissions committee why the applicant wishes to undertake training in scholarly inquiry. An applicant is invited to discuss his or her chief academic interests, professional concerns, and career plans. The committee reviews this statement to determine the area of study in which the applicant is most interested. It also looks for signs of his or her intellectual maturity and ability to write. The statement is an essential part of every application; an applicant who omits it will not be considered for admission;
(b) *Two letters of reference*: where possible one should be from a university professor who knows the applicant's current scholarship and/or professional work.

TEACHER DEVELOPMENT PROGRAM

CORE FACULTY

F. Michael Connelly, Director, Centre for Teacher Development
Johan L. Aitken
C. T. Patrick Diamond
Grace Feuerverger
Brent Kilbourn

ASSOCIATED FACULTY

Sandra Acker
Patrick Allen
Steve Anderson
Mary Beattie
Lynn Hannay
Jack Miller
Gorden Wells

Teacher development as a field of educational study encompasses the development of teachers throughout their careers. The four degree programs (M.Ed., M.A., Ed.D., Ph.D.) are governed by the central idea that teaching is an act of inquiry and that teachers are inquirers and learners. The M.Ed. and Ed.D. programs are designed for practising educators who wish to apply knowledge and skills in teacher development to the improvement of educational practice. The M.A. and Ph.D. programs are more theoretical in their orientation.

The two focus areas in this specialization described below represent distinct but complementary lines of research. The specialization involves knowledge in both areas, which form the foundation of the field and contribute to research in teacher socialization and professionalization, policy and evaluation, and the social and political context of teacher education. Interwoven in both focus areas are issues of gender, culture, and identity, as well as the application of narrative research methodology.

Reflection, Inquiry, and Practice
Teacher development as a personal and social phenomenon; the relationship between knowledge and teacher development, including teacher identity, teacher learning, and teacher beliefs and practices. Through inquiring into their own and others' beliefs, histories, and practices, students learn to understand and facilitate the personal and professional development of teachers.

Improvement of Practice
Teacher development in the context of organizational and policy issues; the relationship between teacher development and school improvement—that is, how schools may create an organizational culture that enables teachers to improve their practices. Students will explore strategies, structures, and contexts that promote the development of schools, teachers, and students.

ADMISSION REQUIREMENTS: Teacher Development Program

Applicants for admission should refer to the "General Requirements" section as well as the requirements specified by the Department of Curriculum. Ordinarily, students who enter any of the degree programs in the department are required to have some professional experience in education. Since the Teacher Development program focuses on teaching in general, professional experience in education can include teaching in other areas—for example, in nursing.

COURSES

Courses are identified with the Department of Curriculum as follows:
—courses with 13, 23, or 33 as the first two digits in the course number;
—courses with 4 or 5 as the initial digit, which are in the Adaptive Instruction interdepartmental specialization;
—courses with 15 and 35 as the first

two digits, which are in the Computer Applications program;
—courses with 16 and 36 as the first two digits, which are in the Measurement and Evaluation program.

Please note: The inclusion of a course description in the following section should not be taken to indicate that it will definitely be offered in any particular year.

EDT1300 H Foundations of Curriculum

This is a required course for master's students. The aim of this course is to apply theory and research to the study of curriculum. The course (a) provides a language for conceptualization; (b) reviews the major themes in the literature; (c) provides a framework for thinking about curriculum change; and (d) assists students in developing critical and analytical skills appropriate to the discussion of curriculum problems.
F. M. Connelly, H. H. Russell, J. Weiss, or staff

EDT1300 H Fondements des programmes scolaires

Le but de ce cours est d'appliquer la théorie et la recherche à l'étude des programmes d'enseignement. Le cours (1) fournit un langage propice à la conceptualisation ; (2) examine les principaux thèmes traités dans la littérature ; (3) fournit un cadre qui porte à réfléchir aux changements à apporter aux programmes d'enseignement ; et (4) aide les étudiants à développer un esprit critique et analytique approprié à la discussion des problèmes rencontrés dans les programmes d'enseignement.
Membre de la faculté à déterminer

EDT1301 H Holistic Arts Therapies in the Creative Curriculum

This course examines holistic arts therapies in education: specifically, the theory, research, literature, and philosophy of methodology, and the place of the holistic arts therapies in the curriculum. These educational tools assist positive mental health, expression and release of emotions, personal interaction, personal and social development, and the integration of creative behavior and learning. Participants should have some background in the creative arts therapies and a clear idea of their purpose in choosing this course.
Prerequisite: Permission of instructor following a personal interview.
J. A. Wilkinson

EDT1303 H Values and Schooling

This course deals with selected value issues in the theory and practice of schooling. Topics include: the nature of values; goals for schooling; the ethics of streaming; traditional versus "open" education; treatment of children; expectations of teachers; parental rights; compulsory schooling; indoctrination; racial, ethnic, and class bias; sexism; and approaches to moral, religious, and political education.
C. M. Beck

EDT1304 H Curriculum Specialization

A course designed to permit the study (in a formal class setting) of a specific area of curriculum or instruction not already covered in the courses listed for the current year. (This course does not fulfil the purpose of 1352, which in the Department of Curriculum is normally conducted on a tutorial basis.)
Staff

EDT1305 H Techniques for Improving Teaching

A critical review of current approaches to analysing teaching and an examination of theoretical literature on the concept of teaching. The course involves reflection on one's own teaching. Students should be currently teaching or have access to a teaching situation.
B. S. Kilbourn

EDT1306 H Curriculum Development for Effective Teaching

This course defines and illustrates

methods for completing important curriculum development tasks such as (a) identifying appropriate course and unit objectives; (b) developing useful growth schemes; (c) developing effective teaching techniques; and (d) constructing practical assessment strategies. Particular attention will be given to problem-solving skills.
J. A. Ross or staff

EDT1307 H Writing in a Second Language

This course focuses on second-language writing, with special attention to relations between research, theory, and practice. Topics include text, psychological and social models of second-language writing instruction and learning, ways of responding to student writing, and techniques for evaluating writing.
A. Cumming or S. Lapkin

EDT1308 H Facilitating Reflective Professional Development

Reflective practice is one means through which practitioners make site-based decisions and through which they continue to learn in their professions. This course will critically examine the research and professional literature concerning the meaning of and the processes involved in reflective practice. Additionally, as professional development is often associated with reflective practice, the course will also identify and examine professional development strategies that could facilitate reflective professional development. Students will critique these models by utilizing the concepts from the reflective practice literature.
L. M. Hannay

EDT1309 H Situational Analysis of Teaching

This course concerns observing and giving feedback to teachers; it is experiential and requires that students be able to observe and work with a colleague who is currently teaching. The focus is on developing the skills of in-depth, systematic analysis of classroom teaching and the skills of sensitive, informed, one-to-one feedback. The course is particularly relevant to those with supervisory or professional development responsibilities.
Prerequisite: Permission of instructor.
B. S. Kilbourn

EDT1310 H Language Arts in Primary Education

An analysis of the components of language arts programs in the early years. The course will focus on reading and writing development in preschool and primary education, and will include a wide range of methods and materials of instruction, child- and teacher-centred philosophies, reading in the content areas, assessing growth in reading and writing.
D. M. Willows

EDT1311 H Reading and Language Comprehension

A survey of the cognitive, perceptual, and linguistic processes fundamental to the development of reading. Recommended as a basis for all courses pertaining to the study of reading.
D. M. Willows

EDT1313 H Language, Literacy, and the School Curriculum

The course will be concerned with an examination of theoretical and practical issues relating to the role of language in the school curriculum. Particular emphasis will be given to literacy—its nature, development, and use. Students will be expected to carry out an empirical inquiry on some topics arising from the course.
C. G. Wells

EDT1314 H Context and Meaning in Mathematics Education

Maths knowledge is a product of the activity, context, and culture in which it is developed and used. The learning of

maths can be greatly enhanced by involving students in problem-oriented, meaningful, authentic, and context-rich activities. The course examines various approaches reported in the literature. Theories related to individual and social construction of knowledge, collaborative work, problem solving, project-based teaching, interaction and journal writing in the maths classroom, will be examined. Along with readings and written assignments, each student will conduct a teaching/learning (normally classroom-based) project.
Offered in alternate years.
R. Cohen

EDT1315 H English at the Secondary School Level

This course emphasizes recent trends and developments in the teaching of secondary school English. In particular, movements such as reader-response theory, language across the curriculum, genre theory, whole language, and cultural studies approaches are examined. The teacher's role in contemporary debates and classroom research is explored.
R. J. Morgan

EDT1316 H Mathematics in the School Curriculum: Elementary

A study of mathematics educational materials and common instructional practices at the primary and junior levels. A consideration of topics of current interest: computational skills in an age of microcomputers, systematic estimating, measurement, problem-solving, uses and abuses of concrete and semi-concrete materials, and motivation.
Staff

EDT2316 H Mathematics in the School Curriculum: Secondary

A study of mathematics educational materials and common instructional practices at the intermediate and senior levels in the light of recent theories of learning and motivation and recent developments in problem-solving.
Staff

EDT1317 H Theory of Second-Language Teaching

The first part of this course provides an introductory overall picture of language teaching theory and reviews recent and current developments of thought. The second part concentrates on the relationship between language teaching theory and some major underlying disciplines, in particular, linguistics, psychology, sociology, and educational theory.
B. Harley

EDT1318 Y Methodology and Organization of Second-Language Teaching

This course deals with the second-language curriculum: objectives, content, materials, procedures, and evaluation. Also discussed is the organization of language teaching from preschool to adult education, including planning and teacher education.
A. Cumming, B. Harley, or staff

EDT1319 H Research Colloquium in Applied Linguistics: Master's Level

This colloquium provides opportunities to become familiar with ongoing research and curriculum activities in second-language learning and teaching.
S. Lapkin and M. K. Swain

EDT1320 H Science in the School Curriculum: Elementary

An analysis of elementary science curriculum organization and rationale, including a review of various contemporary approaches.
Staff

EDT2320 H Science in the School Curriculum: Secondary

A systematic analysis of matters central to curriculum development for science in secondary schools. Topics include views of the nature of science and its

purpose in schools, with corresponding implications for teaching strategy, objectives, and evaluation.
Staff

EDT1321 H The Education of Science Teachers

An examination of problems and issues specific to pre-service and in-service education of science teachers for both elementary and secondary schools. Intended primarily for those who now have, or who expect to have, responsibility in this area, either in the schools or in teacher-education institutions. Prerequisites: Permission of instructor, and either 1320 or 2320 or equivalent.
Staff

EDT1322 H Language Awareness and its Role in Teacher Development

The language awareness movement is based on the belief that a place should be found in the school curriculum for exploring the nature of language in general: its rule-governed structure, its variety and its universal characteristics, the way it is acquired by native speakers and second-language learners, its role in society, its central importance as a tool for thinking and learning, etc. The aim of the course is to consider the potential of language awareness as a unifying concept which provides a common basis for first- and second-language education, and which plays an important role in teacher development.
J. P. B. Allen

EDT1324 H Curriculum Issues

This course deals with special topics in the field of curriculum and permits the investigation (in a formal class setting) of issues not covered in the courses offered for the current year. The topic of the course will be arranged each year. (This course does not fulfil the purpose of 1352, which in the Department of Curriculum is normally conducted on a tutorial basis.)
Staff

EDT1326 H Children's Literature as a Foundation of Literate Behavior across the Curriculum

An examination of the nature and function of the study of literature and culture in elementary schools. This course is designed for experienced teachers who will develop programs, select texts, explore interpretations, and consider implications and applications for schools.
Staff

EDT1327 H Reading and Writing in the School: Elementary

An examination of theoretical and practical issues related to the teaching of literacy, particularly writing, at the elementary school level, with special reference to the development of children's linguistic and cognitive abilities. The course will include a writing workshop and practical investigation of a classroom issue in literacy.
C. G. Wells

EDT2327 H Reading and Writing in the School: Secondary

An examination of theoretical and practical issues related to the teaching of reading and writing in the secondary school, with particular emphasis on recent research and its implications for school policies and teaching strategies.
Staff

EDT1331 H Current Issues in English as a Second Language

This course will consider topics relevant to the teaching of English as a second language and English as a foreign language. The course will not be designed as a series of lectures, but as a workshop based on the professional and research interests of the students in the group. Specific topics will vary depending on the students' interests, but will normally include curriculum planning and syllabus design, classroom-oriented research, the teaching of reading, writing, and oral com-

munication skills, error analysis, pedagogic grammar, and testing.
J. P. B. Allen

EDT1332 H Descriptive and Educational Linguistics of English

The syntax, discourse structure, and semantics of present-day English as viewed by one or more of the current models of linguistic analysis (traditional, structural, transformational, systemic) and an examination of the relevance of these descriptions to the teaching of English as a first or second language. A variety of data will be discussed, and particular attention will be paid to the theoretical perspectives that underlie current classroom practice.
J. P. B. Allen

EDT1333 H Seminar in Language and Communication

A general introduction to language and communication, focusing on those current theories that have practical significance for first- and second-language education. Theories are matched with the descriptive practices they have given rise to, and course participants develop some descriptive skill through problems in a variety of languages.
J. P. B. Allen

EDT1333 H Séminaire sur le langage et la communication

Ce cours a deux buts principaux : (1) initier les étudiants à la science du langage et (2) examiner les différentes applications de la linguistique en milieu francophone. Il aborde les différents niveaux de la langue (ex. : la phonétique, la morphologie, la syntaxe, etc.) considérés individuellement et dans leur rapport les uns aux autres, illustré d'exemples provenant surtout du français.
Prérequis: très bonne connaissance du français.
N. Labrie

EDT1334 H Critical Pedagogy, Language, and Minority Students

Linguistic and cultural diversity have always characterized human societies and have usually played a central role in mediating power relations between dominant and subordinate groups. In recent years, theorists working within the framework of Critical Pedagogy have begun to describe how societal power relations are manifested in schools both through interpersonal interactions and the hidden curriculum. In particular, theory has focused on how language use and language learning interact with dimensions such as class, race, ethnicity, and gender in mediating power relations within the educational system. The course will focus on this body of theory and research and explore its applications to current educational issues related to minority students in both Canadian and international contexts.
J. P. Cummins

EDT1335 H L'éducation des minorités linguistiques et culturelles : l'analyse comparative de la politique éducative

Le cours en français traite en priorité la politique et l'éducation en langue française destinée aux francophones, ainsi que la politique entourant les programmes d'immersion en français. L'accent est mis sur les implications de la politique définie aux différents niveaux —fédéral, provincial, conseil scolaire— pour l'enseignement et le rôle de l'école dans la communauté.
Oral proficiency in French is required; papers in English will be accepted by request.
S. Churchill

EDT1335 H Education for Linguistic and Cultural Minorities: Comparative Policy Analysis

Educational policies, particularly curriculum policy, are studied for minorities in Canada, other industrialized nations, and Third/Fourth World

nations. Emphasis is placed on practical aspects of school impacts of policies and on the role of the minorities in advancing their interests in the policy process controlled by others.
S. Churchill

EDT1336 H Second-Language Learning

Theories and research on second-language (L2) acquisition are considered. Data from which the processes and strategies of L2 learning may be inferred are examined through error analysis and in the light of concepts such as interlanguage. The roles of such variables as age, affective factors, and social factors are considered in order to account for relative success in L2 learning.
B. Harley

EDT1337 H Bilingual Education and Bilingualism

This course will examine bilingual education in its many forms. Particular emphasis will be placed on research questions and findings related to bilingual education in Canada—for English Canadians, French Canadians, immigrant populations, and native peoples. Issues such as the effects of bilingualism on cognitive functioning, psycholinguistic abilities, and personality will also be explored.
J. P. Cummins

EDT1337 H Bilinguisme et éducation

Ce cours traite des diverses formes de l'éducation bilingue, surtout en ce qui concerne les questions et les résultats de recherche relatifs à l'éducation bilingue au Canada—destinée aux francophones, aux anglophones, aux immigrés et aux autochtones. L'on traite également de l'impact du bilinguisme sur les processus cognitifs, les habiletés psycholinguistiques et la personnalité.
Membre de la faculté à déterminer

EDT1338 H Communicative Competence

This course examines the notion of communicative competence and explores its applications to curriculum development for first- and second-language pedagogy. It provides a thorough orientation to this area of specialization and combines theoretical, critical, and practical outlooks.
N. Labrie

EDT1339 H Second Language Assessment

This course provides an overview of current practices and problematic issues in language assessment. Topics include approaches commonly taken to developing and using language assessment instruments and procedures, their evaluation, and their applications in specific educational contexts.
A. Cumming or S. Lapkin

EDT1340 H Identité collective et éducation minoritaire de langue française

Le cours a pour objectif de se pencher sur le rôle de l'école de langue française comme véhicule de transmission de l'identité collective du groupe minoritaire. Pour ce faire, nous nous pencherons d'abord sur l'analyse de certains concept-clés tels que l'identité collective, la culture, l'assimilation et la francisation dans le contexte d'un milieu minoritaire. Par la suite, nous examinerons les programmes-cadres du ministère de l'éducation de l'Ontario afin de mieux saisir la place accordée à la notion d'identité collective dans les programmes d'enseignement et la façon dont cette dimension se traduit dans la salle de classe.
D. Gérin-Lajoie

EDT1341 H Collaborative Learning in Second-Language Classrooms

The rationales for collaborative learning in second-language teaching contexts will be examined with particular reference to second-language acquisition theory and research. Students will experience collaborative learning in

order to understand its advantages and disadvantages.
M. K. Swain

EDT1342 H Education and Cosmology

A formulation of educational questions dealing with the contemporary ecological crisis. A systematic study of human cosmology will enable the consideration of educational questions in terms of the role of human beings in relation to the natural world, and will foster the educational vision and creativity necessary for ecological survival and renewal.
E. V. Sullivan

EDT1344 H Teacher Development and School Improvement

This course examines various approaches to studying, describing, and explaining teacher development at different stages in a teacher's career (e.g., pre-service, induction, in-service years). Particular emphasis is placed on the relationship between teacher development policies, practices, and various approaches to school improvement (e.g., in-service training, innovation implementation, effective schools projects). Generally, the course considers how teacher development can improve schools and how school improvement initiatives can influence teacher development.
F. M. Connelly or S. Anderson

EDT1345 H Arts and Education: Practice and Theory

This course examines the creative arts in the curriculum from an experiential base, and leads to individual explorations of principles of problem areas.
D. Bogdan

EDT1346 H Arts and Education: Planning and Implementation of Arts Programs

An examination of theory and curriculum practice in the fine and performing arts in education: music, drama, dance, art, and film. Programming is considered from the theoretical vantage points of human development, creativity, and aesthetics; particular attention is paid to the effectiveness of modern curriculum innovations in the arts. Students are expected to undertake curriculum development and implementation work in one or more of the arts in an educational setting.
D. Booth

EDT1347 H Curriculum for Girls and Young Women: Historical and Contemporary Issues

This course will examine how appropriate curriculum for the education of girls and young women has been defined and delivered in Canadian schools.
E. Smyth

EDT1349 H Arts, Culture, and Education

A study of cultural development, both Canadian and international, with specific reference to arts policies for education of the general public. This course will take place in conjunction with a series of public lectures on this topic, together with separate seminars.
J. A. Wilkinson

EDT1350 H Seminar: Current Issues in Play, Drama, and Arts Education

The examination of current topics or problems in play, drama, and arts education as related to curriculum studies. Issues will be identified from all age levels of education as well as from dramatic play, each of the arts disciplines, and aesthetic education as a whole. Students will address one specific topic through self-directed learning and present the results in an appropriate form. Topics vary from year to year depending upon interests of course members.
Prerequisite: Permission of instructor.
J. A. Wilkinson

EDT1351 H Research and Inquiry in Arts Education

An exploration of the questions addressed in education in general and curriculum in particular (with an emphasis

on the arts) through a variety of modes and methods of research and inquiry. Students will approach problems inductively and experientially. It is intended that the course will provide students with a practical grounding for theses, dissertations, and research projects. Prerequisite: 1350.
J. A. Wilkinson

EDT1352 H Individual Reading and Research in Curriculum and Instruction: Master's Level

Specialized, individual study, under the direction of a member of the teaching staff, focusing upon topics of particular interest to the student. Although credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic. A student wishing to enrol in 1352 is required to complete, in typewritten form, an Individual Reading and Research Course form, including an appropriate bibliography, describing the rationale and plan of study for the course. This course proposal must be signed by the student's faculty advisor and the instructor with whom the course will be taken, and then submitted for approval to the department's academic programs standing committee.

EDT1353 H Teaching and Learning Science

This course involves a study of theories of learning in the context of science education, a survey of research relating to children's understanding of concepts in science, and an exploration of strategies for more effective science teaching.
D. Hodson

EDT1354 H Teaching and Learning about Science: Issues and Strategies in STS Education

A detailed study of issues in the history, philosophy, and sociology of science that have significance for science education, an examination of the philosophy underpinning the STS movement, and a consideration of some of the theoretical and practical problems surrounding the implementation of science curricula intended to focus on environmental, socioeconomic, cultural, and moral-ethical issues.
D. Hodson

EDT1355 H From Student to Teacher: Professional Induction

This course will critically examine the various conceptual and structural approaches to teacher education, including an inquiry-based, transformative orientation. Participants engage in their own inquiries, exploring the ways in which they have constructed a professional knowledge in their own lives, and in which other professionals in transition participate in their professional development. Theoretical perspectives, research metholologies and research findings are discussed for the purposes of deepening our understandings of our current teaching and research practices, and of engaging in the ongoing construction and reconstruction of professional knowledge.
M. Beattie

EDT1360 H Evaluation of Curriculum and Instruction

This course serves as an introduction to the strategies and techniques utilized in the evaluation of curriculum programs. The focus will be on the assumptions, strengths, and weaknesses associated with various strategies. Students will work through evaluation problems associated with particular curriculum programs and instructional techniques.
J. A. Ross, H. H. Russell, or M. W. Wahlstrom

EDT1361 H Perspectives in Teacher Education

Recent movements in teacher education are described in terms of a regulatory or restructuring concern versus an emancipatory or personalistic contrast. A transformative, inquiry-oriented con-

ceptualization of teacher education is explored that combines a theory of language and learning with the theory of personal constructs. Viewed as perspective transformation, teacher development or renewal consists in learning to recover and to reconstrue alternative versions of teaching. By focusing on their own knowledge and practice through the use of narrative, life history, and repertory grid procedures, teachers and teacher educators can become their own experts.
Not offered in 1996/97.
C. T. P. Diamond

EDT1363 H Curriculum and Student Evaluation

This course reviews principles and practice in testing and assessment with a fous upon curriculum and classroom-based student evaluation. An overview of current practices and problematic issues such as performance, portfolio, and authentic assessment; profiles; reporting and communicating evaluation evidence; assessment programs; standards and accountability.
M. W. Wahlstrom

EDT1364 H Curriculum Issues in Science and Technology: A Historical Perspective

This course aims to illuminate contemporary international debate in science and technology education and to provide some insight into the nature of curriculum change through a critical analysis of episodes in science curriculum history.
D. Hodson

EDT1366 H The Holistic Curriculum

This course will focus on curriculum that facilitates personal growth and social change. Various programs and techniques that reflect a holistic orientation will be analysed: for example, Waldorf education, social action programs, and transpersonal techniques such as visualization and the use of imagery in the classroom. The philosophical, psychological, and social context of the holistic curriculum will also be examined.
J. Miller

EDT1367 H Creative Arts Special Subject

This course examines the arts in education (drama, dance, music, visual art, and media) and provides a background for the role of the arts as a mode of learning and as a subject discipline.
D. Booth

EDT1369 H Media Studies and Education

This course is an introduction to the study of contemporary media and their relation to educational practice. The approach will be a critical one, analysing the overall cultural formation promoted by contemporary media as well as exploring their implications for schooling—in particular, how they impinge upon the social relations of the classroom. Part of the course will therefore include a look at both specific media practices (newspaper press, advertising, television, rock videos) and practical curricular strategies that respond to them. The emphasis is on understanding the media as powerfully educative forms in their own right, as well as having complex relationships with official school knowledges.
R. J. Morgan

EDT1371 H Text, Values, and Teacher Development

This course examines contemporary literary and cultural theories regarding the meanings of a variety of texts. It helps participants to identify key texts of their lives and work and to examine the multiple meanings, inherent values, and possible implications within them. Ways in which the interpretations of texts reveal, reinforce, and challenge values in school and society are explored. Emphasis is placed upon the teacher as participant and mediator in the process of textual inquiry.
J. Aitken

EDT1372 H Language, Culture, and Identity: Using the Literary Text in Teacher Development

This course will explore literature (fiction and non-fiction) that focuses on the experiences of those who live within and between various cultural worlds. Contemporary research methodologies will be examined with a view to the construction and reconstruction of the meaning of teaching for the individual teacher/educator/researcher in a changing linguistic and cultural educational landscape.
G. Feuerverger

EDT1373 H Current Issues in Science and Technology Education

The course focuses on the design of effective strategies for exploring students' personal frameworks of meaning in science and addresses issues of contemporary international debate about science and technology education, including the "Science for All" movement, the "new" psychology of learning, the language of science and technology education, problems of gender equity and multicultural science education, the role of laboratory work, computers in science education, environmental and health education.
D. Hodson

EDT1374 H Assessment and Evaluation in Science and Technology Education

This course focuses on the concerns and processes of science and technology curriculum evaluation and the issues surrounding the construction of effective methods for assessing student learning in science and technology.
D. Hodson

EDT1375 H Action Research in Science and Technology Education

This is an active research-based course in which participants will sharpen and develop their understanding of issues and professional practice in science and technology education. Working within a mutually supportive group of practitioners, they will subject their current practice to critical scrutiny and appraisal; plan and attempt to implement alternative curriculum materials and practices; and evaluate them in action. The course requires participants to have access to classrooms.
D. Hodson

EDT1376 H Global Education: Theory and Practice

The course will consider definitions and schools of thought within global education and proximate fields (such as environmental and human rights education) and their implications for teaching and learning processes. The arguments of critics of global education will be reviewed, as will the assumptions underpinning schools of thought and practice within the field. The nature of global education at the elementary and secondary level and across the curriculum will be explored.
D. Selby

EDT1377 H Introduction to Transformative Learning Studies

This is the foundation course for the Transformative Learning focus. It is designed to introduce students to a global planetary perspective. The concept of a global world order will be examined from historic, critical, and visionary perspectives. Issues of development/underdevelopment, human rights, and social justice perspectives are considered. A critical understanding of social power relations will be highlighted in the areas of gender, class, and race dynamics. The topics are approached as interdependent dimensions within a holistic education perspective.
E. V. Sullivan

EDT1379 H Knowing and Teaching

This course examines how knowledge is developed, explores the relationships among different kinds of knowledge

(e.g., moral, scientific, religious, aesthetic), and identifies the various philosophical bases of such school subjects as English, history, and math. It examines the relationship between issues about knowing and issues about teaching. For example, the questions of what and how we should teach are addressed from the standpoint of different kinds of "knowing." The course is oriented toward secondary school but is not confined to any particular subject-matter. It is not assumed that students will have a background in philosophy.
B. S. Kilbourn

EDT1380 H Minority Groups and Cultural Determinants of the Curriculum

This course will focus on the schooling of children from immigrant/ethnic backgrounds. It will emphasize family dynamics in the Canadian social and educational environment and the role of language, including ESL/FSL and the home language. Among groups to be considered are refugee children.
S. Churchill

EDT1381 H Reading in a Second Language

This course will provide the student with a better understanding of current issues in reading in a second language (L2) by focusing on theoretical and practical questions. Theories and research on reading in a first language (L1) will be examined for their relevance to reading comprehension in L2. A cognitive developmental approach will be used to examine the applicability of research findings on topics such as: background knowledge; text structure; comprehension strategies; study strategies; cultural differences; and reading in various content areas. Students will be encouraged to develop their own research questions and to apply these to practical L2 reading contexts.
E. Geva

EDT1383 H Research Themes in Canadian French as a Second Language Education

The last twenty-five years have seen extensive research in FSL education in Canada, largely as a result of the advent of immersion programs. The course will attempt a state-of-the-art assessment of research issues spanning aspects of program design, evaluation, and implementation of all forms of FSL education (core, extended, immersion, and adult FSL).
S. Lapkin

EDT1384 H Action Research in Language and Learning

This course focuses on teachers' classroom-based research as a mode of professional development and is most appropriate for those interested in carrying out such research. Although the term "language" appears in the title, this is intended to indicate the principal kind of evidence that will be considered rather than to delimit the range of possible topics for investigation. Educational practitioners other than classroom teachers may also find action research relevant to the practice of their professional responsibilities. Particular attention will be given to such issues as topic selection, methodology, data collection and analysis, and the interpretation of evidence, as well as to the consideration of course members' specific areas of inquiry and of the role of action research more widely within the education system.
Prerequisite: Permission of instructor.
C. G. Wells

EDT1386 H Language, Power, and Possibility: Application to Curriculum

An exploration of the relationship between language and the enhancement of human possibility considered through the study of economic, social, and cultural bases of language-in-use. Particular emphasis is given to school language practices and texts, but material

studied is also appropriate to those with an interest in informal education.
R. Simon

EDT1388 H Qualitative Research Methods in Education

The course is designed to introduce students to qualitative methods of research in education. The intention is to examine the nature of qualitative research and its relationship to theory. Students will look at different ways of approaching qualitative research, and special attention will be paid to the concept of critical ethnography. Students will also study five specific research techniques: observation, interview, content analysis, life history, and action research.
D. Gérin-Lajoie

EDT1388 H Les méthodes de recherche en éducation : l'approche qualitative

Le cours a pour but d'initier les étudiantes et les étudiants à l'analyse qualitative dans le domaine de la recherche en éducation. Le premier objectif du cours est de se pencher sur la nature même de la recherche qualitative et sa relation avec la théorie. Différentes façons de concevoir la recherche qualitative seront donc examinées. Dans un deuxième temps, les étudiantes et les étudiants se familiariseront avec cinq techniques de cueillette de données : l'observation, l'entrevue, l'analyse de contenu, le récit de vie et la recherche-action.
D. Gérin-Lajoie

EDT1389 H Curriculum, Popular Culture, and Social Difference

Popular culture and social difference are examined as the grounds from which students often make sense of educational practices. Questions address how social difference may lead to marginalization and silence and how pedagogy may be developed that is responsive to a variety of student interests and emotional investments.
R. Simon

EDT1393 H Multicultural Perspectives in Teacher Development: Reflective Practicum

This course will focus on the dynamics of multiculturalism within the individual classroom and their implications for teacher development. It is intended to examine how teachers can prepare themselves in a more fundamental way to reflect on their underlying personal attitudes toward the multicultural micro-society of their classrooms. Discussions will be concerned with the interaction between personal life histories and the shaping of assumptions about the teaching-learning experience, especially in the multicultural context. The course will have a "hands-on" component, where students (whether practising teachers or teacher/researchers) will have the opportunity to become participant-observers and reflect upon issues of cultural and linguistic diversity within the classroom.
G. Feuerverger

EDT1394 H Cultural Studies and Education

The study and concept of "culture" has emerged from a number of different disciplines over the past century. "Cultural studies" is a recent synthesis and critical re-evaluation of some of these approaches, one with important implications for educators in the area of the humanities. Through a discussion of key texts and issues generated within this tradition, the course examines structuralist, ethnographic, feminist, and postmodern versions of cultural studies in order to understand how these approaches reformulate an educational practice concerned with contemporary culture.
R. J. Morgan

EDT1395 H Television and Education: Theoretical Perspectives

Television has become a pervasive part of the cultural and symbolic life of young people, creating new constituen-

cies and forms of identity that educators need to consider. This course acknowledges the centrality of television to contemporary educational experience, by examining competing theories of television's role in society, engaging in debates about its "effect," exploring theories of audience and questions of access. The attempt is to formulate an overall understanding of how this medium has altered educational terrain, including the concept of education itself.
R. J. Morgan

EDT1396 H Les stéréotypes sexuels dans les programmes scolaires

Le cours veut permettre aux étudiantes et aux étudiants de comprendre comment l'école, par ses programmes, son matériel scolaire et son personnel enseignant, contribue à reproduire les rapports qui s'établissent entre les hommes et les femmes dans la société. L'analyse s'intéressera au rôle de l'école en tant qu'agent de socialisation ainsi qu'aux efforts gouvernementaux en matière d'égalité entre les sexes. Par la suite, une analyse de contenu du matériel scolaire utilisé dans les écoles de langue française de l'Ontario viendra se greffer au cours.
D. Gérin-Lajoie

EDT1397 H Cooperative Learning Research and Practice

The theoretical foundations of cooperative learning and specific classroom applications will be investigated. The course will be of greatest relevance to teachers who are or will be experimenting with new teaching methods.
J. A. Ross

EDT1398 H Practicum in Curriculum

On-site involvement in deliberation requiring the use of curriculum knowledge and skills. Students participate on curriculum decision-making bodies and attend periodic seminar discussions bringing theoretical perspectives to bear on practical situations.
Prerequisite: Permission of practicum coordinator.
C. T. P. Diamond or D. Thiessen

EDT1399 H Practicum in Curriculum and Teacher Development

On-site involvement in deliberation requiring the use of reflective methods and curriculum knowledge and skills. Students participate in teacher-development and curriculum-development groups and participate in discussions bringing theoretical perspectives to bear on practical development situations.
Prerequisite: Permission of practicum coordinator.
C. T. P. Diamond or D. Thiessen

EDT3300 H Research Colloquium in Curriculum and Instruction

This course is designed to acquaint students with the elements of teacher development and curriculum research. Reports and discussions by students and staff will provide experience in the selection and evaluation of research problems and procedures in teacher development and curriculum and instruction.
Staff

EDT3301 H Seminar: Current Problems in Teacher Development and Curriculum Studies: Apprenticeship

The examination of a current topic or problem in teacher development and curriculum studies through an apprenticeship. Students will present one or more seminar papers, or may use the course to develop a research proposal. Topics and apprenticeship sites will vary from year to year depending upon the interests of course members.
F. M. Connelly and staff

EDT3302 H Second Language Classroom Research

The research on second-language teaching and learning in classrooms will be examined critically. Theoretical issues, research methodology, and substantive

findings will be discussed with a view to implications for the conduct of future research, research directions, and teaching practices in second-language classrooms.
M. K. Swain

EDT3303 H Narrative and Story in Research and Professional Practice

A seminar on narrative and story telling in the study of educational experience. Narrative is explored both as a fundamental form of experience and as a collection of methods for the study of experience. Narrative traditions in literary, philosophical, psychological and professional literatures are studied. Review of published theses and dissertations. Students should bring practical research agendas.
Prerequisite: Permission of instructor.
F. M. Connelly

EDT3304 H Curriculum Specialization

A course designed to permit the study (in a formal class setting) of a specific area of curriculum or instruction not already covered in the courses listed for the current year. (This course does not fulfil the purpose of 3352, which in the Department of Curriculum is normally conducted on a tutorial basis.)
Staff

EDT3305 H Doctoral Seminar in Qualitative Research on Teaching

Critical examination of current qualitative paradigms of research on teaching. The course requires fieldwork research, which serves as the basis for seminar discussions. Students will have the opportunity to develop and present research ideas.
Prerequisite: Permission of instructor.
B. S. Kilbourn

EDT3306 H Action Research and Professional Practice

An examination of the different forms of research that makes central the practitioner's agenda about his/her practices. Alternatives include action science, action research, participatory research. Emphasis will be placed upon history, ideology, and methods associated with each alternative. Conceptual analysis will be integrated with collaborative research in a field setting.
J. Weiss

EDT3307 Y Women as Change Agents in Educational Systems

This course provides an overview of the experiences of girls and women in educational institutions from many perspectives. How women have historically influenced the culture, climate, and curriculum of schools will be discussed as well as the ways in which the occupational culture and conditions of the workplace, teacher ideology, and societal expectations act as barriers and blocks to change initiated by females. New possibilities for women to act as change agents by altering classroom interactions will be explored through revised methods of evaluation, and through the understanding that they can provide leadership whatever their role in the system. In considering how women may act as agents for change, the texts of film, novel, story, visual art, and our own lives will be drawn upon. Participants play an active role in the design of the course and in making use of it for their own development as teachers.
J. Aitken

EDT3308 H The Conceptualization of Curriculum Problems

An examination of the process of formulating curriculum problems for study. This includes taking up substantive problem definition and appropriate methodologies for conducting an inquiry. Attention will be paid to assumptions underlying problem and method, and the articulation of the relationship between conceptualization and practice. Students are expected to make seminar presentations of developing thesis ideas. Recommended for Ed.D.

students in their resident year and for Ph.D. students usually in the second year of residence.
J. Weiss

EDT3309 H Alternative Theoretical Perspectives in the Study of Curriculum Practice and Teacher Development

A critical analysis of various theoretical perspectives used in classroom-based curriculum research, including those from psychology, analytic philosophy, sociology, and "curriculum theory." These are examined and assessed as they influence problem selection, the nature of resulting knowledge claims, and the relative power and usefulness of personal and professional development for curriculum development. Students are expected to make seminar presentations of developing thesis ideas.
Prerequisite: Permission of instructor
F. M. Connelly or staff

EDT3310 H Research Seminar in Reading

This course is designed to survey current models of reading and reading acquisition. The focus is on basic research on reading, particularly that deriving from perspectives in cognitive and developmental psychology. The course will cover basic methods and theoretical principles of cognitive psychology most relevant to models of the reading process. Students will conduct an in-depth analysis of a specific research problem related to reading theory.
K. E. Stanovich

EDT3312 H The Linguistic Analysis of Interaction in Educational Settings

In order to study how educational purposes are realized in practice it is helpful to be able to describe the ways in which meanings are jointly constructed and negotiated in interaction, so that patterns of behavior can be evaluated against both purposes and outcomes. The course aims to provide both an introduction to theoretical work in the field and an opportunity to apply some of these ideas to the analysis of interactional data.
Prerequisite: Permission of instructor.
C. G. Wells

EDT3313 H Advanced Seminar in Language and Learning: Theory and Practice

An exploration of the relationships between theory, research findings, and course members' teaching experiences. Course members contribute their teaching experience as a context in which the group discusses ideas drawn as far as possible from original sources read and reported on. The topic, language and learning, cuts across various areas commonly taught in the school curriculum and embraces original work in a number of disciplines (e.g., philosophy, linguistics, psychology, sociology, literary criticism).
Prerequisite: Permission of instructor.
C. G. Wells

EDT3314 H Pedagogical Futures for English Studies: Rethinking English at the Secondary School Level

Dominant language and literature teaching methods tend to emphasize personal response and naturalistic approaches to language and literature. This course explores literature and language pedagogies as historically constituted artifacts or "discourses." Situating English studies in relation to other social discourses, the course examines this area of cultural study in terms of its gender, race, class, and ethnic dynamics as these pertain to texts, teachers, and learners. In particular, theories of discourse and genre, feminist aesthetics, and recent theories of language and subjectivity are considered as alternative positions from which to make sense of textuality, literacy, and the language of the classroom.
R. J. Morgan

EDT3317 H Gender Issues in Mathematics, Science, and Technology

The course will consider topics relevant to the teaching of mathematics, science, and technology with a view to increasing the participation of women in these areas. We will review critically research on gender issues, on approaches to teaching mathematics and sciences, and on psychological and social factors related to the participation of women in mathematics and science.
G. Hanna

EDT3318 H Research Seminar in Multilingual/Multicultural Education

A critical analysis of research on multilingual/multicultural phenomena intended (a) to broaden students' knowledge of advanced research in the area, and (b) to increase awareness of the advantages and disadvantages of different methodologies applied to a wide variety of research questions. The course is designed primarily for students intending to pursue thesis research in this area; course requirements include reviewing the literature on a particular topic and designing an empirical study to address specific issues. Previous or concurrent coursework in statistics is required.
J. P. Cummins

EDT3319 H Colloquium in Educational Linguistics

This colloquium provides opportunities for intensive individual and group study of specific problems in second-language learning and teaching.
S. Lapkin or M. K. Swain

EDT3320 H Research Seminar in Science Education

A critical examination of current theoretical perspectives and research methods in science and technology education. The course is designed for those contemplating a thesis in this area. Participants will have the opportunity to present seminars.
D. Hodson

EDT3323 H Seminar on Sociocultural Theory and Its Applications to Educational Research and Practice

Starting with Vygotsky's theorizing of learning and the appropriation of cultural practices and knowledge through engagement in purposeful social activity, this seminar will examine contemporary developments in sociocultural theory as they bear on educational research and practice, with particular critical attention being given to the examination of such key concepts as "apprenticeship," "scaffolding," and "the zone of proximal development." The aim will be to develop a theoretical framework within which to explore the relationships between classroom practices of teaching-and-learning, student and program evaluation, and teachers' professional development. The theory will also be drawn on to examine such current emphases in educational practice as "active learning," "whole language," and "coperative learning."
C. G. Wells

EDT3324 H Curriculum Issues

This course deals with special topics in the field of curriculum and permits the investigation (in a formal class setting) of issues not covered in the courses offered for the current year. The topic of the course will be arranged each year. (This course does not fulfil the purpose of 3352, which in the Department of Curriculum is normally conducted on a tutorial basis.)
Staff

EDT3331 H Ethnographic Research in the Language Disciplines

The goal and main assignment of this course is the development of a draft thesis proposal for doctoral research in first or second language topics. Ethnographic research covers all those methods of inquiry typically used in qualitative research, such as interviews, content analysis, focus groups, discourse analysis, triangulation, ques-

tionnaires, observation studies, and case studies. It also covers the broad approaches to research that use these methods: classical ethnography, ethnography of communication, and critical ethnography. Participants will be free to concentrate on methods that interest them and to mix methods according to need.
D. J. Corson

EDT3332 H Advanced Colloquium in the Educational Linguistics of English

This colloquium deals with selected aspects of the syntax, semantics, stylistics, and phonology of present-day English, including such topics as varieties of English and related pedagogical issues, and the linguistic analysis of learning materials for English as a first or second language.
J. P. B. Allen

EDT3336 H Aspects of Second-Language Acquisition

This course provides an in-depth examination of research on specific aspects of second-language acquisition and explores the relevance of this research for second-language teaching practice. Prerequisite: Permission of instructor.
B. Harley

EDT3347 H Arts and Education: Play, Drama, and Thought

A study of imagination, play, and dramatic action in relation to human thought and to arts and education. A review of basic theories is included, with special attention to philosophical and psychological premises. Students undertake selected studies in depth in the research, history, and curriculum applications of play and drama as both a subject and a method.
J. A. Wilkinson

EDT3352 H Individual Reading and Research in Curriculum

Description as for 1352.

EDT3361 H Research and Inquiry in Teacher Education

This seminar helps students reflect on the processes involved in the research journey. Using a case study approach, the assumptions and methodologies of different forms of inquiry are charted. Four perspectives and sets of criteria for research are explored. These approaches emphasize measurement, meaning, language, and experience respectively. They can be described as psychometric, phenomenological, sociolinguistic, and narrative or "arts-based." In contrast to "outside-in" styles, we begin with ourselves. This provides a reflective, aesthetic style that is appropriate to the development of the teacher as a storytelling researcher.
C. T. P. Diamond

EDT3368 H The Teacher as a Contemplative Practitioner

This course examines the role contemplation can play in teaching. Specifically, the concept of contemplation is explored in relation to reflection, personal narrative, and personal mythology. Students will also examine the thought and biographies of various contemplatives (e.g., Emerson, Huxley, Merton, and Steiner). The course provides opportunities to explore various modes of contemplation. Finally, contemplation will be linked with teaching and how it can allow teaching to become a more fully conscious act.
J. Miller

EDT3387 H Research Seminar in Second-Language Literacy Education

A seminar to examine recent research on literacy education in second, foreign, or minority languages and for advanced students to conduct preliminary research or develop thesis proposals in this area. Topics include cognitive processes in reading and writing tasks across languages, social functions of biliteracy, case studies of literacy pro-

grams for minority populations, and evaluation research on second- and foreign-language literacy instruction.
A. Cumming

The following courses may be taken for credit in the Department of Curriculum:

History and Philosophy of Education
1447H Technology in Education: Philosophical Issues
1459H Creativity and Education

The following courses might also be of special interest to Curriculum students :

Adult Education
1148H An Introduction to Workplace and Organizational Democracy
3126H Education and the Global Community: Critical-Visionary Dimensions
3134H Global Ecological Issues from a Community Educational Perspective

Applied Psychology
1211H Psychological Foundations of Early Education

Educational Administration
1045H Language Policy across the Curriculum

SPECIALIZATION IN ADAPTIVE INSTRUCTION

The following courses in Adaptive Instruction are acceptable in fulfilment of the requirements in Curriculum. In addition, courses 1310, 1311, and 1381 in the Department of Curriculum are included in this specialization.

EDT4271 Y Assessment and Programming for Written Language Difficulties

This full-year course is designed to bring theory and practice together in the area of reading, spelling, and writing difficulties. A practicum component involves implementing a theory-based assessment and remediation model (with students of all ages), report writing, and consultation with teachers and parents. The course is intended to be useful in the training of psychometrists/psychologists, special education and curriculum consultants, and classroom and resource teachers.
This course is normally limited to students in the Applied Developmental Psychology and the School and Child-Clinical Psychology programs and to students in the Adaptive Instruction specialization in the Department of Curriculum.
D. M. Willows

EDT4275 H Technology for Developmental Diversity and Adaptive Instruction

This course will examine the potential of microcomputer-based technology in various types of learning environments. The focus is on the use of technology as a tool to increase the teacher's ability to handle a wide range of student learning needs in mainstreamed classrooms. The course is suitable for students in the departments of Curriculum and Applied Psychology who are using or are considering using computers in the classroom.
P. Lindsay or staff

EDT4276 H The Resource Consultant: Skills in Classroom Consultation (Pass/Fail)

This course will cover concepts in collaborative and other forms of consultation in the cycle of assessment and programming. The role of the consultant will emphasize indirect service to pupils by supporting regular classroom teachers. A practicum in consultation will be included. Candidates should have work experience in educational consultation and be familiar with concepts in curriculum-based assessment, program planning, and integration.
A. Jordan

EDT4280 H Issues in Adaptive Instruction

A critical analysis of current issues related to philosophy, practice, administration, mainstreaming and integration, and instructional and classroom adaptations.
A. Jordan, C. R. Musselman, or staff

EDT4283 H Psychology and Education of the Gifted

The identification and the intellectual, social, and emotional development of the gifted; educational programs in regular and special classes.
D. Keating

EDT4287 H Classroom-Based Counselling Approaches

A major aspect of adapting instruction for students with special needs is counselling students and parents. This course will consider those counselling approaches that are appropriate for teachers in schools and in postsecondary and treatment settings. A variety of techniques including social skills training, crisis intervention, and group counselling will be discussed.
J. Wiener

EDT4288 H Reflective Teaching and Analysis of Instruction

This course is designed to develop students' awareness of, reflection about, and evaluation of their own professional knowledge and skills in relation to work with a variety of learners, and their skills in analysing instruction and related work (individual and systemic).
U. Shafrir

EDT4291 H Special Topics in Applied Developmental Psychology and Adaptive Instruction: Master's Level

A course designed to permit the study (in a formal class setting) of specific areas not already covered in courses listed for the current year. (This course does not fulfil the purpose of 4295, which is normally conducted on a tutorial basis.) A variety of courses may be offered under this category. For further information, see the course schedules available in early March.
Staff

EDT4292 H Assessment for Instruction

Critical analysis of assessment procedures including psychometric tests, curriculum-based assessment, and dynamic assessment and of the function of assessment in relation to adaptive instruction. A practical component is included.
T. W. Humphries, A. Jordan, or J. Wiener

EDT4293 H Interpretation of Research in Applied Developmental Psychology and Adaptive Instruction

Introductory course in the critical evaluation of research reports and in elementary research methods. Emphasis is given to research as a mode of critical inquiry, research design in mainstream and special education settings, and the importance of theory development in both basic and applied research.
E. Geva, P. Lindsay, C. R. Musselman, or L. Siegel

EDT4294 H Classroom Adaptations and Instructional Strategies

Students will become knowledgeable about components of adaptive instruction, principles involved in evaluating instructional materials, and understanding remedial/developmental approaches.
E. Geva, A. Jordan, or J. Wiener

EDT4295 H Individual Reading and Research in Applied Developmental Psychology and Adaptive Instruction: Master's Level

Specialized study, under the direction of a faculty member, focusing on topics that are of particular interest to the student but are not included in available courses. Although this course may be taken for other purposes, it is the vehicle through which the MRP requirement is fulfilled. While credit is not

given for a thesis investigation proper, the study may be closely related to such a topic.
Staff

RESEARCH SEMINARS AT THE DOCTORAL LEVEL

EDT5280 H Research Seminar and Thesis Planning in Applied Developmental Psychology and Adaptive Instruction

Study and interpretations of research relevant to the student's doctoral thesis.
Prerequisite: Permission of instructor.
E. Geva, L. Siegel, or K. E. Stanovich

EDT5281 H Research and Theories of Reading Disability

A survey of current empirical evidence and theoretical models of reading disability, focusing on basic research on reading disability deriving from cognitive and developmental psychology. Individual differences in reading acquisition will be discussed as a context for understanding reading disability. Students will conduct an in-depth analysis of a specific research problem relevant to reading disability and/or reading acquisition.
K. E. Stanovich

EDT5283 H Applied Developmental Psychology: Research and Methods

The course focuses on current research and methods in the emerging field of applied developmental psychology, including experimental, differential, developmental, and intervention approaches. Students will develop research expertise through work on their own projects and will broaden their understanding of the field through seminar discussion.
Prerequisite: One graduate course in quantitative analysis, and permission of instructor.
D. Keating

EDT5284 H Assessment and Intervention in Multicultural/ Bilingual Contexts

This course explores assessment and intervention issues and techniques arising in second-language and multicultural contexts. Topics covered include cross-linguistic assessment, prose comprehension, linguistic and communicative development, the role of orthography and phonological skills, mathematical disabilities, and communication with parents.
Prerequisite: at least one prior assessment course.
E. Geva

EDT5295 H Individual Reading and Research in Applied Developmental Psychology and Adaptive Instruction: Doctoral Level

Specialized study, under the direction of a faculty member, focusing on topics that are of particular interest to the student but are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.
Staff

EDT5298 H Special Topics in Applied Developmental Psychology and Adaptive Instruction: Doctoral Level

A course designed to permit study (in a formal class setting) of specific areas not already covered in the courses listed in the current year. (This course does not fulfil the purpose of 5295, which is normally conducted on a tutorial basis.) For further information, see the course schedules available in early March.
Staff

The following courses in the Computer Applications program might also be of interest to students in the Adaptive Instruction program:

1505H Instructional Technology: Instructional Programming
3502H Computer-Supported Intentional Learning Environments
3503H Instructional Technology: Seminar in Interactive Video/Graphics
3512H Research Seminar in Artificial Intelligence Applications in Education

COURSES IN THE COMPUTER APPLICATIONS PROGRAM

EDT1501 H Instructional Technology: Computer-Based Instruction

Current practice and research in the use of computers to guide instruction are examined. Includes all aspects of computer-aided learning: computer-assisted testing, computer-managed instruction, and computer-assisted instruction. Specific topics change each year.
W. P. Olivier

EDT1503 H Introduction to Computer Applications in Education

An overview of the uses of computers in education and consideration of critical issues of those uses; recommended as the first course taken in this field. Topics representative of concerns of other computer applications courses will be selected from the following: computers in the schools, educational software classification and evaluation, interactive instructional technologies, multimedia, curriculum applications, computer networks, Internet resources, computer-mediated communication, virtual reality, and artificial intelligence applications. (Note: no previous experience required. This is not a skills-oriented course, but some basic computer skills will be required or developed as part of the coursework.)
R. S. Cohen, L. E. Davie, or R. S. McLean

EDT1505 H Instructional Technology: Instructional Programming

Procedures for the selection and development of computer-based individualized instructional materials by applying principles derived from instructional systems development and computer-assisted learning/training.
W. P. Olivier

EDT1509 H Instructional Technology: Video/Multimedia Design

A course on video, videodisc, and digital video and their applications to education and training. Experience is provided in applying the principles of instructional systems design and production discussed in class to the development of materials in the multimedia laboratory and television studio.
W. P. Olivier

EDT1513 H Development Tools for Educational Software

Detailed exploration and use of professional tools for prototyping and implementing educational software, including prototyping environments such as Hypercard, programming languages such as "C" and Hypertalk, windowing environments and toolkits, operating systems, and strategies for software portability. Object-oriented concepts are emphasized.
Prerequisite: Experience in technical aspects of software development, or permission of instructor.
R. S. McLean

EDT1514 H Internet Resources and Education

Internet is the worldwide connection of over 1.5 million computers in universities, colleges, schools, government, and commercial enterprises. Its size is doubling each year. This course provides experience accessing the Internet and focuses on finding Internet resources for use in education. Students will collect resources from the Internet and present them in an Internet "gopher" for access by others on the Internet.
R. S. McLean

EDT1515 H Computers in the Curriculum

The use of computers in schools as

tools for students in curricula other than computer studies. The major emphasis is on determining the specific needs (of students, teachers, etc.) that computers can meet. Class members will determine the ways in which computers should be used in a particular grade/subject setting.
Prerequisite: 1503.
R. S. Cohen or R. S. McLean

EDT1516 H Computer Studies and the Teaching of Programming

A discussion of issues related to computer studies and the role of computer programming instruction at the elementary, secondary, and postsecondary levels. Relationships to mathematics, science, and other curriculum areas will be explored. Research literature in the following areas will be examined: implementation of computer studies curricula; use of hypermedia-based authoring tools; multimedia and applications packages in computer studies; instructional techniques and their effectiveness; project-based learning and teamwork; the teacher's role; students' learning processes; programming instruction to children and the related cognitive prerequisites and effects; user-supportive programming environments for beginners.
R. S. Cohen

EDT1517 H Computer Infrastructure for Education

Study of the technical characteristics of microcomputer infrastructure for education, including the principles of computer hardware, software, operating systems storage, graphic displays, networks, and peripheral devices. Emphasizes layered architectures, emerging standards, and software portability environments.
R. S. McLean

EDT1518 H Instructional Technology: Instructional Design

Procedures involved in the systematic design of instruction and training will be covered. Discussion will focus on computer-based training and interactive multimedia, but other forms of instruction and training will be illustrated. Students will complete an instructional design of their choice as a project.
W. P. Olivier

EDT1519 H Educational Applications of Computer-Mediated Communication

A survey of the use of computers for human communication for educational purposes. Applications and issues of teaching and learning in the online environment, related to all levels of education, are examined. The course is conducted via OISE's computer conferencing system.
L. E. Davie or R. S. McLean

EDT1521 H Computers in Mathematics Education: Secondary

A critical examination of the role of computers in the teaching of secondary school mathematics, and of their influence on curriculum content and on processes of doing mathematics. This includes a discussion of the role of computers in manipulating symbols and graphing, thus affording a greater emphasis on problem understanding, basic strategies, and mathematical formulations.
G. Hanna

EDT1522 H Computer-Mediated Distance Education

The use of computer-mediated communication for the delivery of distance education courses by schools, colleges, universities and organizations in the private and public sectors. Topics will include: adult learning theory, cooperative learning theory, the educational use of Internet resources, and the technological tools available for supporting distance education delivery.
L. Davie

EDT1530 H Virtual Reality and Education

"Virtual reality" uses interactive computer technology to create vivid, immersive experiences that, although they are generated by the computer, are so involving that they seem "real." This course explores the definition of virtual reality, its history, component technologies and cultural influences, portrayal in the media, research opportunities, and implications for education as the currently expensive technology becomes affordable and widespread.
R. S. McLean

EDT1551 H Special Topics in Computer Applications: Master's Level

A course designed to permit the study (in a formal class setting) of a specific area of computer applications not already covered in the courses listed for the current year. (This course does not fulfil the purpose of 1552, which is normally conducted on a tutorial basis.)
Staff

EDT1552 H Individual Reading and Research in Computer Applications: Master's Level (Pass/ Fail)

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.

EDT3500 H Research Seminar in Interactive Systems for Education

Principles and practice of user interface design as applied to educational software. Students will undertake a research or development project in an area of human/computer interfaces.
R. S. McLean

EDT3502 H Computer-Supported Intentional Learning Environments

Computer-supported intentional learning environments have two principal objectives: (a) to upgrade the conceptual quality of what is learned; and (b) to increase students' abilities to monitor, control, and improve their own learning. In this course students will help design, pilot test, and revise intentional learning environments.
M. Scardamalia

EDT3503 H Instructional Technology: Seminar in Interactive Video/Graphics

Current research and applications in the use of non-textual electronic media in the individualized instructional process will be analysed. Specific considerations will relate to cognition and visual perception, the person–machine interface, instructional systems design, production, and evaluation. Individuals will prepare an in-depth analysis of a selected subtopic.
W. P. Olivier

EDT3507 H Interactive Environments for Situated Learning

This seminar will focus on learning environments augmented with interactive computer and/or video technologies. Based on theories of situated learning, cognitive apprenticeship, and anchored instruction, various paradigms of interactive learning environments that embody principles of these theories will be examined. Practical applications of such learning environments in schools and other educational settings will be studied. Students will visit educational sites where such learning environments are implemented.
R . S. Cohen

EDT3519 H Research Issues in Educational Computer-Mediated Communication

A critical analysis of the research literature, methods, and findings relating to the use of computer-mediated communication for education. The course is conducted via OISE's computer conferencing system (Participate).
Prerequisite: 1519 or permission of instructor.
L. E. Davie or R. S. McLean

EDT3522 H Doctoral Seminar: Research Issues in Computer Applications

Doctoral students specializing in Computer Applications in Education are normally required to take this seminar as preparation for the comprehensive examination requirement. The seminar offers a critical survey of major components of the field, focusing on research strategies and findings.
R. S. Cohen, L. E. Davie, R. S. McLean, or W. P. Olivier

EDT3551 H Special Topics in Computer Applications: Doctoral Level

Description as for 1551. (This course does not fulfil the purpose of 3552, which is normally conducted on a tutorial basis.)
Staff

EDT3552 H Individual Reading and Research in Computer Applications: Doctoral Level (Pass/Fail)

Description as for 1552 (Pass/Fail).

COURSES IN THE MEASUREMENT AND EVALUATION PROGRAM

EDT1601 H Descriptive Statistics (Non-Credit)

Students enrolling in 1666, 1693, or other similar courses who have no background knowledge of elementary statistics are advised to take this non-credit course, or to make arrangements to acquire this knowledge.
Staff

EDT1602 H Elementary Matrix Algebra (Non-Credit)

Introduction to vectors and matrices, basic operations, and such concepts as inverse, determinant, and singularity.
S. Nishisato

EDT1613 H Applied Psychometric Methods

Designed for students who have taken an introductory course in statistics, this course will acquaint them with some currently accepted psychometric techniques for constructing and validating psychological measures. It will also provide experience in applying associated computer programs to realistic sets of data and in interpreting the resulting computer output.
R. E. Traub

EDT1619 H Alternatives to Quantitative Evaluation in Education

This course presents qualitative, contextually oriented alternatives to existing conventional, preordinately oriented strategies. Discussion focuses on different metaphors for evaluation, such as educational criticism, investigative journalism, jurisprudence, and naturalistic inquiry. Students will integrate theoretical ideas with fieldwork.
J. Weiss

EDT1629 H Measurement and Accountability

An examination of principles of measurement and their relationship to major issues in accountability, such as the validity of comparative international and national studies, the influence of external examination, and the effects of large-scale testing on students and the curriculum. The course is intended for both Measurement students and others.
G. P. Nagy

EDT1651 H Special Topics in Measurement and Evaluation: Master's Level

A course designed to permit the study (in a formal class setting) of specific areas of measurement and evaluation not already covered in the courses listed for the current year. (This course does not fulfil the purpose of 1652, which is normally conducted on a tutorial basis.)
Staff

EDT1652 H Individual Reading and Research in Measurement and Evaluation: Master's Level

Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student. While course credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

EDT1666 H Elements of Statistics

Techniques for data exploration and description, basic theory behind hypothesis testing and confidence intervals, and common confirmatory techniques (correlation, simple linear regression, one-way analysis of variance). Students are expected to learn to use the MINITAB statistics package or equivalent.
Prerequisite: Knowledge of elementary arithmetic and algebra.
G. Hanna, L. D. McLean, G. P. Nagy, S. Nishisato, R. E. Traub, or staff

EDT1680 H Applied Dual Scaling (Pass/Fail)

Application-oriented introduction to dual scaling and its rationale, with illustrations, for optimal quantification of different types of qualitative data, practicum in data analysis, interpretation of the scaling outcomes, and class presentations. This course is intended for both Measurement students and others.
S. Nishisato

EDT1691 H Evaluation Models and Methods

How and why we evaluate social and educational programs is the major focus of this course: negotiation of the evaluation agreement, practical design considerations, timing, budget, and preparation of the final report. Qualitative, quantitative, and mixed approaches are studied and compared, including focus groups, case studies, quasi-experimental designs, and randomized field trials. An introduction to personnel evaluation, including teacher evaluation, is also included.
L. D. McLean, G. P. Nagy, J. Weiss, or staff

EDT1692 H Research Methods in Education

Basic concepts, methods, and problems in educational research are considered: discovering the periodicals in one's field, identifying steps in the research process, developing research questions, designing instruments, choosing methods of data collection and analysis, interpreting results, and writing research reports.
G. P. Nagy or staff

EDT1693 H Data Analysis in Education

An overview of widely used methods of data analysis, not covered in other 1600-level courses. Main topics are principal component analysis, factor analysis, cluster analysis, loglinear analysis and scaling (e.g., Rasch-type, Thurstone-type, and a variety of multidimensional scaling).
Prerequisite: Concurrent registration in 1602 (non-credit) or permission of instructor.
S. Nishisato or staff

EDT1694 H Instrument Development in Education

An overview of kinds of instruments used for collecting educational data. Classroom tests and various item types; norm-referenced and criterion-referenced standardized achievement tests; group intelligence and aptitude tests; attitude and self-report scales; observational systems, including performance assessment and classroom observation; questionnaires and surveys; interview protocols; reliability theory and item anlysis; and validity. The course will focus on selection criteria for commercially available instruments, and on criteria for use in refining researcher-designed instruments.
R. E. Traub or staff

EDT3602 H Structural Equations with Latent Variables

Beginning with basic tests of hypotheses on the structure of covariance ma-

trices, the course leads to the standard problems of estimation and hypothesis testing for structural coefficients and for overall model fit. It also includes consideration of more general recursive and non-recursive path analysis models.
Desired background: 1602 (non-credit) or equivalent.
G. Hanna

EDT3605 H Test Theory

Seminar on recent advances in test theory. Topics include classical test theory, generalizability theory, and item response theory, with applications to educational research problems.
Desirable background: 1602 (non-credit), 1691, 1692, 1693, 1694, and 3666, or equivalents.
R. E. Traub

EDT3610 H Evaluation Methodology and Theory

Theories and their links to methodology are used to examine the logic of evaluative inquiry. Subject matter theories, such as language theory, are seen to play a role as well as subjectivist and objectivist epistemologies. Prominent evaluation models (e.g., CIPP, illuminative, responsive) are compared and contrasted to bring out their conceptual bases. Students wishing an introduction to evaluation methodology should register for course 1691 and/or more specialized courses such as 1619, 1124, or 1133. Courses 3610 and 1691 are normally required for the Evaluation specialization.
N.B. Offered by computer conferencing in 1996/97.
Prerequisite: Master's-level course such as those listed above or permission of instructor.
L. D. McLean or J. Weiss

EDT3629 H Measurement and Cognition

This course examines recent cognitive science and measurement literature on the investigation and assessment of complex learning outcomes such as problem solving, written production, and thinking skills.
Prerequisite: 1666 and 1693, or equivalents, or permission of the instuctor.
G. P. Nagy

EDT3637 H Scaling Theory

Detailed examination of dual scaling, advanced treatment of the Thurstonian methods of unidimensional scaling, several versions of both metric and nonmetric multidimensional scaling procedures.
Prerequisites: 1602 (non-credit) and either 1680 or 1693, or permission of instructor.
S. Nishisato

EDT3651 H Special Topics in Measurement and Evaluation: Doctoral Level

Description as for 1651. (This course does not fulfil the purpose of 3652, which is normally conducted on a tutorial basis.)
Staff

EDT3652 H Individual Reading and Research in Measurement and Evaluation: Doctoral Level

Description as for 1652.

EDT3656 H Evaluation of Educational Policies

The course analyses educational policies and their embodiment in programs. Case studies assist students in designing their own research approaches. Policy is studied in the context of theory of organizations and complex decision-making.
S. Churchill

EDT3660 H Applied Research Design and Data Analysis

This seminar is intended primarily for doctoral students. The are two main activities. One is the cooperative critiquing and development of research designs and data analysis plans based on ongoing work of the students in the course. The second is discussion of

selected topics in data analysis—e.g., exploratory analysis, logistic regression, multilevel modelling, and recent advances in some of the techniques introduced in course 1693.
Prerequisite: Permission of instructor.
G. P. Nagy

EDT3666 H Intermediate Statistics and Research Design

Analysis of variance for one-way and multi-way classification data for fixed, mixed, and random effects models and various designs (e.g., crossed, nested, composite, repeated measurements); multiple comparison tests (Tukey, Scheffé); linear and multiple regression; multiple correlation; analysis of covariance.
Prerequisite: 1666 or equivalent, or permission of instructors.
G. Hanna, L. D. McLean, G. P. Nagy, or staff

EDT3668 H Multivariate Analysis with Applications

Multivariate statistical procedures, including multiple regression analysis, multivariate significance tests, factor analysis, discriminant analysis, canonical analysis, multivariate analysis of variance, and general linear models, are discussed with application to data.
Prerequisite: 1602 (non-credit), 1693, 3666, or permission of instructors.
S. Nishisato, R. E. Traub, or R. G. Wolfe

EDT3672 H Practicum in Educational Evaluation

Supervised experience in an area of fieldwork, under the direction of faculty and field personnel. Examples of typical activities are developing an evaluation project and/or acting as research assistant and advisor to educational bodies or agencies. Arrangements for this practicum are made through the Practicum Coordinator. Inquire at the department office at least two months before beginning of term.
Staff

EDT3673 H Seminar in Evaluation Problems

A seminar dealing with theories and practical constraints in the implementation of evaluation strategies in field settings.
Prerequisite: 3610 or equivalent.
Note: Practicum 3672 and Seminar 3673 may not both be taken for credit in fulfilling the requirements of the eight half-courses in the Ed. D. program in Evaluation.
L. D. McLean

EDT3674 H Seminar in Measurement and Experimental Design

Consideration of theoretical and empirical topics in measurement, and a detailed examination of experimental designs relevant to educational research.
Prerequisite: Permission of instructor.
Staff

The following courses might also be of special interest:

Adult Education
1133H Introduction to Qualitative Research in Adult Education
1137H Evaluation of Adult Education Programs

Applied Psychology
1205H Individual Intellectual Assessment

Curriculum
1360H Evaluation of Curriculum and Instruction
1363H Curriculum and Student Evaluation

Educational Administration
1005H The Computer in Educational Administration

Higher Education
1828H Evaluation in Higher Education

EDUCATIONAL ADMINISTRATION

Please direct inquiries for this department to the Graduate Studies Academic Secretary up to June 30, 1996, and to the Chairperson thereafter.

Stephen B. Lawton, Ph.D. (California at Berkeley)
Professor, and Chairperson of the Department
(educational finance and its social, political, and economic contexts; analysis of quantitative data; total quality management (TQM) in education)

Graduate Studies Academic Secretary:
John E. Davis, Ph.D. (Toronto)
Professor
(organizational theory and culture; small schools issues; school board studies)

Nina Bascia, Ph.D. (Stanford)
Assistant Professor, cross-appointed from the Faculty of Education, University of Toronto
(organizational context of teaching and administration; micropolitics of education; teachers' professional associations; teacher leadership; teacher development; educational policy analysis and program evaluation)

Paul T. Begley, Ed.D. (Toronto)
Associate Professor
(administrative values; performance appraisals; school improvement processes; leadership development)

C. Elizabeth Campbell, Ph.D. (Toronto)
Assistant Professor, cross-appointed from the Faculty of Education, University of Toronto
(ethics in education; moral dimensions of schools; qualitative research on educational policy and practice)

David J. Corson, Ph.D. (London)
Professor, cross-appointed to Curriculum
(language policy and planning; minority schooling; school to work; ethics and educational administration; discourse and power; social research theory and methods)

Lorna M. Earl, Ph.D. (Western Ontario)
Assistant Professor, and Research Director, Scarborough Board of Education
(assessment reform—large scale and classroom; program evaluation; qualitative and quantitative research methods; linking research and practice)

Andrew Hargreaves, Ph.D. (Leeds)
Professor
(teacher development; time and teachers' work; culture of the school; curriculum and assessment reform; qualitative research on educational policy and practice)

Kenneth A. Leithwood, Ph.D. (Toronto)
Professor
(educational leadership; administrative expertise; school and school system improvement)

Donald F. Musella, Ed.D. (State University of New York at Albany)
Professor
(leadership and human resource development; organizational development and change)

Susan Padro, Ph.D. (Florida State)
Associate Professor
(educational systems planning; policy analysis and decision-making; computers in educational administration; gender issues in educational administration)

James J. Ryan, Ph.D. (Toronto)
Associate Professor
(interpretive and critical theories of educational administration; ways of knowing educational administration; native and minority education)

Richard G. Townsend, Ph.D. (Chicago)
Professor, cross-appointed to the Higher Education Group
(the rise and fall of recent educational policies; internal, local, and provincial politics; confessional, impressionistic, and critical ethnographies; home–school and community–school partnerships)

Rouleen Wignall, Ph.D. (Toronto)
Assistant Professor
(administrative context; purpose, value, power, compliance, and public and private life; culture/gender issues; research methodologies and ethics; resource allocation)

Marvin A. Zuker, LL.B (Osgoode), M.Ed. (Toronto)
Assistant Professor, cross-appointed to the Higher Education Group
(legal context of education)

PROFESSORS EMERITI:

Alan F. Brown, Ph.D. (Alberta)
Edward S. Hickcox, Ed.D. (Cornell)
Mark Holmes, Ph.D. (Chicago)
Arthur M. Kruger, Ph.D. (Massachusetts Institute of Technology)
Edward H. Humphreys, Ed.D. (Toronto)

ASSOCIATE PROFESSORS EMERITI:

John H. House, Ph.D. (Alberta)
E. Brock Rideout, M.Ed. (Toronto)

DEPARTMENT MISSION

The department is devoted to the study and development of policy, planning, leadership, and administration in education.

PROGRAMS

Several programs are offered by the Department of Educational Administration to meet the diverse needs of practitioners and scholars of educational administration.

The M.Ed. and Ed.D. programs are designed to prepare practitioners for leadership careers at various levels. These programs concentrate on those elements of theory and research that are of direct assistance in understanding and resolving problems and issues confronting practising administrators.

The M.A. and Ph.D. programs are intended particularly for those who are interested in educational administration as an academic field of study. Students are typically interested in the ideas behind this applied field of study, and their research involves the application of ideas to practice. The M.A. program appeals to those with an excellent academic background who want to continue to the Ph.D. The Ph.D. program is especially of interest to those considering a future in the university or in research.

Non-degree programs include the Certificate Program in School Management and the Diploma of Advanced Studies in Educational Administration, offered through the department; and the Ontario Principal Certification Program and the Supervisory Officer's Qualifications Program, offered through the Centre for Leadership Development. For these latter two programs, please contact Vashty Hawkins at the Centre for Leadership Development, Room 7-236, OISE (ext. 2721).

CERTIFICATE PROGRAM IN SCHOOL MANAGEMENT

The Certificate Program in School Management serves the professional development needs of school business officials and other educational administrators who desire further study in school administration.

Admission and Fees

Admission requirements are:
(a) seven years' experience as a school business official or in some other aspect of school administration;
(b) two letters of recommendation, one from an educational administrator for whom the applicant has worked directly, one from a professional colleague or a university professor who can speak to the question of academic competence;
(c) an educational background appropriate for work at an advanced level; normally, a degree of high standing from a recognized university or equivalent.

The Certificate Program is operated entirely by the Department of Educational Administration. All correspondence and fees should be sent to: S. B. Lawton, Coordinator, Certificate Program, Department of Educational Administration.

Full-time students pay the full graduate academic fee per annum (plus incidental fees). Part-time students pay for each half-course. In 1995/96, the full-time annual fee was $3077 and the half-course fee was $461.55.

Program of Study

The program of study consists of:
(a) 1040 and 1041, which are strongly recommended as first courses;
(b) two half-courses related to school board management, which normally include 1017;
(c) two elective courses, normally in Educational Administration.

Students may begin the program in the summer, fall, or winter. If full-time, the program may be completed in one Winter Session (September to April). If part-time, it may be completed in any three Winter or Summer Sessions.

DIPLOMA OF ADVANCED STUDIES

The Diploma of Advanced Studies in Educational Administration is intended for experienced administrators holding a master's degree in administration or equivalent who desire a short full-time program of challenging studies and experiences.

Each student's program will be planned on the basis of a needs analysis with department faculty. The program will consist of a total of six half-courses, credit for two of which may be earned through approved professional development activities; ten contact days of approved activity will constitute the equivalent of one half-course.

Normally, there will be a full-time requirement of one term of study (September to December or January to April). All requirements for the Diploma will have to be completed within seven years of admission to the program. No credit will be given for courses or activity before admission; nor will courses taken as a Diploma student be credited toward other programs.

For more information, contact S. B. Lawton, Coordinator, Diploma of Advanced Studies in Educational Administration, in the department.

MASTER OF EDUCATION

The M.Ed. program is designed primarily for persons who are interested in learning the nature and practice of leadership in administration, policy, and planning.

Departmental Requirements

In addition to the general requirements in the "General Requirements for Admission and Degrees" section, desirable departmental criteria for admission to an M.Ed. degree program are as follows:
(a) a good university degree, preferably with a concentration and focus in an area relevant to the type of educational administration the applicant wishes to enter;
(b) an interest in the study and practice of administration;
(c) academic qualifications beyond the first degree;
(d) two letters of reference (see "Application for Admission" section). Whenever possible, one should be written by an educational administrator for whom the applicant has worked, and the second by a professional colleague.

Program of Study

There are two options within the M.Ed. program in Educational Administration for all students commencing their degree program after July 1, 1993. Option II as described in the "General Requirements" section consists of eight half-courses and a major research paper (MRP), and Option III consists of six half-courses and a comprehensive thesis. Applicants to the latter program must have graduated with a four-year honors degree or the equivalent.

Option II comprises:
(a) 1040 Educational Administration I: The School System; 1041 Educational Administration II: The School System in Society; and 1003 Introduction to Research in Educational Administration, or equivalent. Course 1040 is strongly recommended to be the first course taken in Option II, followed by course 1041; course 1003 should be taken toward the end of the program;
(b) five other courses, of which at least two must be in Educational Administration;
(c) a research project to be carried out under the guidance of a faculty member.

Option III comprises:
(a) 1040 Educational Administration I: The School System; 1041 Educational Administration II: The School System in Society; and 1003 Introduction to Research in Educational Administration, or equivalent. Course 1040 is strongly recommended to be the first course taken in Option III, followed by course 1041; course 1003 should be taken toward the end of the program;
(b) three other courses, of which at least two must be in Educational Administration;
(c) a comprehensive thesis, to be developed under the guidance of a faculty member.

Students contemplating applying to a doctoral program, which requires a Qualifying Research Paper (QRP) before admission, should plan their M.Ed. courses particularly carefully with their faculty advisor. MRPs may meet the QRP requirements.

The program may be pursued either part-time or full-time. After completing course requirements, M.Ed. students must continue to enrol until theses or MRPs are approved. The department strongly recommends completion of theses and MRPs within eighteen months of finishing course requirements.

Students who are working toward the M.Ed. degree on a part-time basis are advised that some courses in the M.A., Ph.D., and Ed.D. programs may not be open to them since they may require full-time study or attendance during the day.

Any course offered by the department, by the Institute, or by another graduate faculty in the University of Toronto may be selected as an elective. Students selecting such courses should consult their faculty advisor. Students may commence their program in the Summer Session or in the first or second term of the Winter Session.

OFF-CAMPUS AND DISTANCE EDUCATION COURSES (M.Ed. and Certificate students)

The department is currently offering some sections of existing courses off-campus and by audio- and computer-conferencing modes. The purpose is to make some Institute courses available during the first and second terms to people in localities far from Toronto. The admission requirements are the same for the off-campus courses as for the regular campus program.

Information materials for both off-campus and on-campus courses to be offered in the 1996 Summer Session and the 1996/97 Winter Session for continuing students will be available from the Office of Graduate Studies on March 1. New applicants should apply by January 15, although later applications to off-campus courses will be considered.

For more information, contact J. E. Davis, Graduate Studies Academic Secretary. After June 30, 1966, contact S. B. Lawton.

DOCTOR OF EDUCATION

The Ed.D. program in Educational Administration is designed to develop highly competent personnel for senior administrative positions in school systems, colleges, universities, and other educational institutions and agencies and for academic positions in universities and colleges. The program is designed to satisfy the needs of practising and aspiring educational administrators and academics who, because of the increasing complexity of problems related to the operation of educational organizations, have recognized the need for further professional education. The emphasis is on developing skills in the application of knowledge from theory and research to practical administrative problems. To accomplish this, the program is flexibly designed and involves numerous collaborative experiences among faculty members, students, and administrators.

Departmental Requirements

In addition to the general requirements given in the "General Requirements for Admission and Degrees" section, the Department of Educational Administration specifies the following:
(a) The applicant should hold a master's degree with specialization in Educational Administration from the University of Toronto, or an equivalent degree. Additional coursework will be required from those who do not have a background in administrative studies.
(b) The applicant must have had a successful leadership experience in education or must show potential for leadership. Evidence of this will be provided by at least one letter of reference that the applicant must secure from a senior administrator under whom the applicant has worked, commenting on the applicant's
—achievement in identifying and solving educational problems;
—ability to work with people;
—leadership style; and
—awareness of current social and educational issues.
(c) Applicants must also furnish at least one letter of reference from a professor under whom they have studied, commenting on their scholarly achievement. Those applying to the Administrator

Doctoral Program option should so indicate on form B#3 of the application materials.

Program of Study

The Ed.D. program is organized into six complementary components:

(a) Ed.D. core seminars, which consist of two half-courses (3040 and 3041) that apply theoretical knowledge to problems likely to be experienced by senior administrators in educational organizations;

(b) two of the following three half-courses or their equivalent: 3042, 3043, or 3044. (3044 is the administrative internship/practicum program, and only an internship/practicum program taken for credit at another university would be considered equivalent);

(c) two further courses in Educational Administration at the 3000 level;

(d) elective courses: two are required, although more may be taken. It is suggested that at least one elective be taken outside of the department;

(e) a comprehensive examination as part of the thesis proposal hearing;

(f) a doctoral thesis.

A student's program of study will normally begin in the fall term. The internship/practicum, if selected, would normally be undertaken in the intersession between the second term of the Winter Session and the Summer Session; however, it can also be undertaken at other times. Successful applicants are encouraged to begin the program on a full-time basis.

The Program Coordinator will act as advisor to candidates until such time as a thesis supervisor is chosen. Candidates are responsible for meeting all of the program requirements as outlined in this Bulletin, unless changes are approved in writing by the Program Coordinator or the thesis supervisor.

Candidates who have been accepted to the Ed.D. program will be given a commitment from the Department of Educational Administration that a place will be retained for them for a maximum period of two years from the date of original acceptance. (Such commitment, however, is subject to any changes in OISE admission requirements.) Candidates accepted under this provision will be required to indicate by December 31 their intention to begin the program in the next academic year. When requesting application materials from the Office of Graduate Studies, it is important to indicate that you wish to apply for the Ed.D. program in Educational Administration.

For more information, contact J. J. Ryan, Ed.D. Program Coordinator.

ADMINISTRATOR DOCTORAL PROGRAM (Ed.D.)

The administrator doctoral program is designed for full-time administrators in educational or public-sector organizations. The admission and program requirements are generally the same as those of the present Ed.D. program with some exceptions. They include the same number of required courses, the internship, the comprehensive examination as part of the thesis proposal hearing, and the doctoral thesis.

Some characteristics are unique to this program option:

—Unlike that of the regular Ed.D. program, the minimum period of full-time on-campus study (residence) will be satisfied by two four-month periods.

—To reflect the value of a cohort program, the schedule of the required courses will follow a fixed pattern for each group of students.

—The residence requirement will coincide with the scheduling of the required courses (i.e., May–August).

—Students will be in a cohort group

for three of the four required courses: 3040 Administrative Theory and Educational Problems I; 3041 Administrative Theory and Educational Problems II; and 3042 Field Research in Educational Administration.
—Approved research proposals for the thesis will be field based and directed to administrative and organizational problems.
—Students normally will be required to participate in a supervised internship, 3044 Internship/Practicum in Educational Administration, unless an alternative is approved by the Program Coordinator or the thesis supervisor.

The Program Coordinator will act as advisor to candidates until such time as a thesis supervisor is chosen. Candidates are responsible for meeting all of the program requirements as outlined in this Bulletin, unless changes are approved in writing by the Program Coordinator or the thesis supervisor.

MASTER OF ARTS AND DOCTOR OF PHILOSOPHY

The M.A.–Ph.D. program fosters the study of problems in the administration and leadership of educational programs. It will best serve those who have a commitment to scholarship and research as means for deepening their understanding of administrative action in schools or in other educational and service institutions. While experience in teaching and administration is not an essential prerequisite for admission, such experience is a desirable background. It should be noted that M.A. students may also proceed to an Ed.D. program.

Applicants to the program must include with their application a statement of their background and interests. The statement should describe the applicant's past professional and educational experience and should demonstrate how studies within the M.A.–Ph.D. program would help in the attainment of future career goals.

Upon entry to the program, the M.A.–Ph.D. admissions committee will assign an advisor to assist the student in choosing a specific program of study. This assignment will be made on the basis of the written statement of the student's plans and in light of his or her interests and preferences. The initial assignment of a program advisor does not, however, determine the selection of a supervisor for the student's thesis research, as that relationship is to be later worked out mutually between the student and a faculty member.

For information not provided in this Bulletin, applicants should contact the M.A.–Ph.D. Program Coordinator.

Departmental Requirements

Admission to the M.A. program normally requires a four-year University of Toronto bachelor's degree, or its equivalent, in a relevant discipline or professional program, completed with the equivalent of a University of Toronto B+ standing in the final year (see the "General Requirements" section). The M.A. program consists of eight half-courses and a thesis. Additional courses may be required of some applicants. The M.A. is available through both full-time and part-time studies.

Admission to the Ph.D. program requires prior completion of the University of Toronto M.A. degree or its equivalent, with standing equivalent to a University of Toronto A–. Students who have completed an appropriate master's degree that did not include a thesis or research project are required to complete a Qualifying Research Paper to a standard satisfactory to the M.A.–Ph.D. admissions committee.

Before undertaking a qualifying research project, students should first consult the Program Coordinator.

The minimum required number of courses for the Ph.D. program for those who have completed an M.A. program within the department is six half-courses. Students with less background in educational administration at the graduate level are usually required to take either eight, ten, or twelve half-courses.

The general admission and program requirements for M.A. and Ph.D. programs are set out in the "General Requirements" section.

Program of Study

M.A.
At least half of the required courses for an M.A. program must be completed in the Department of Educational Administration. The remaining courses may be selected from those offered in the department, in other departments of OISE, or in other graduate departments of the University of Toronto. At least two half-courses concerned with methods of inquiry must be included. Normally the courses chosen for the M.A. program will be at the 1000 level.

Ph.D.
The program comprises at least six new half-courses, four of which normally must be 3040, 3042, 3043, and one elective advanced-level (3000) course. Students who have already attained an acceptable level of competence in research methodology may be authorized to choose a course in a different area of specialization.

As students' course selections are not formally authorized, it is the student's responsibility to ensure that the selected program meets the departmental requirements. Any deviation from the program described above must be approved in writing by the Program Coordinator.

Ph.D. candidates are required to pass a comprehensive examination as part of the thesis proposal hearing. A thesis is required.

COURSES

A course is identified with this department when the first two digits in the course number are 10 or 30.

EDT1003 H Introduction to Research in Educational Administration

A seminar examining strategies, techniques, and problems involved in the conduct of research in educational administration. This seminar prepares the student for defining research problems, reviewing relevant literature, writing research proposals, and conducting research in educational administration. All master's candidates are strongly recommended to take this course towards the end of their program.
P. T. Begley, D. J. Corson, S. B. Lawton, S. Padro, J. J. Ryan, and R. Wignall

EDT1004 H The Use of Research in Educational Administration

The purpose of this course is to assist administrators in obtaining, evaluating, interpreting, and using research in the operation and improvement of schools, programs, and staff. Topics will include the analysis of types of research and research strategies in educational administration, case studies of the use of research in policy development and implementation, the role of research departments in providing organizational intelligence, and the administrator's role in sponsoring, directing, and using original research.
S. Padro and staff

EDT1005 H The Computer in Educational Administration

No computer experience required. Introduction to the uses of the computer in educational administration and planning at the school, local board, provincial, and college levels. Topics covered in the course include the principles of systems analysis, management information systems, and a selection of recent administrative applications of the computer in Ontario and elsewhere. The course includes visiting lecturers, practical examples, and demonstrations of existing applications in the field.
S. Padro

EDT1009 H Administrator–School Board Relationships

A study and analysis of the factors influencing decision-making at the organizational level. Senior administration and trustees become a focus of study, and an exploration is made of the processes leading to school board policy and procedural decisions. Evening visits to school boards (apart from class time) and interviews with trustees and administrators are used to collect data, which are analysed and used as the basis for developing generalizations about decision-making. Corporate boards may be studied by students from non-education backgrounds.
Staff

EDT1012 H Organizational Culture and Decision-Making

An analysis of the organizational culture of educational organizations. The implications for action resulting from research and theory relating to organizational culture are examined. Case studies and field experiences are used as bases for the analysis of decision-making within the context of specific organizational cultures.
Staff

EDT1013 H Supervisory Relationships

A basic course in supervision specializing in human interaction, its purpose and its effects. Content ranges from policy to program to specific skills training and considers issues pertinent to the position of supervisor.
Staff

EDT1016 H School Program Development and Implementation

An analysis of issues and problems in conceptualizing, operationalizing, and evaluating a total school environment in terms of a range of divergent goals and values. Major topics include strategies for program development and change in the context of education in Ontario and Canada, theoretical and empirical bases differentiating educational environments, the role of the program manager, and skills needed to manage program development, organization, implementation, and evaluation.
K. A. Leithwood

EDT1017 H Educational Finance and Economics

Topics include: public education as an economic institution; the sources and methods of distribution of public school revenue at the various levels of government; provincial and state school grant systems and the rationale behind them; principles and practices in school budgeting and salary scheduling; the relationship between investment and education, the formation of human capital, and national economic growth.
S. B. Lawton and R. Wignall

EDT1018 H Political Skill in the Education Arena

Practical considerations in solving political problems in and about schools. Focus is on the five levels of local governance: family/school, micro-politics (within the school), neighborhood, meso-politics (the school and the central office), and the board. Special attention to understanding background variables such as the environment, institutions, power, and issues. Workshop activities

centre around processes such as coalition-building, advocating, believing, and co-producing. Readings include procedural, fictional, and conceptual materials.
R. G. Townsend

EDT1019 H Diversity and the Ethics of Educational Administration

Administrators in education and teachers are continually asked to decide on matters of equity, to adjudicate between conflicting value positions, and to accommodate different rights and human interests in their planning. Often administrative practice in these areas is less than successful. This course will study various ethical schools of thought and modern approaches to social justice. It will apply that content to administrative practice in education. Particular attention will be given to equity issues in areas of race, culture, gender, age, social class, national origin, language, ancestry, sexual orientation, citizenship, and physical or mental abilities.
D. J. Corson

EDT1020 H Teachers and the Administrative Process

This course deals with how teachers contribute to and are affected by administrative processes. It looks at the determinants of teachers' classroom strategies, the work culture of teachers, teachers' careers, the role of teachers in school decision-making, the relationship of teachers' educational commitments to aspects of their broader lives (such as age, religious and political beliefs, and gender identity), and the role of teachers in fostering or inhibiting educational change. The course will be of interest to elementary and secondary teachers and to educational administrators.
N. Bascia and A. Hargreaves

EDT1022 H The Social Context of Administration

This course examines the administration of educational institutions, particularly schools, in a social setting. Whereas 1041 looks generally at schooling as a part of the larger society, this courses examines more deeply such topics as: the school board, the administrator, and the system; teachers' organizations and their effects on schooling; minority and pressure groups and education; social organization of the school and its relationship to school administration; the role of the principal in terms of internal and external pressures; the responsibility of educational institutions to compensate for societal deficiencies. An attempt is made to look at the educational institution within a social setting.
N. Bascia and R. Wignall

EDT1023 H Interpersonal Relations in School Systems

The study of patterns of interaction among adults in loosely defined organizational settings. Class members discover their operational interactive values, analyse interpersonal events, study effects of sociality variations, articulate personal changes resulting from cross-person behaviors, create the instrumental relationship, and attempt to understand the administrative efficacy of interpersonal competence in programs of organization change. To do this, the course uses detailed observations and descriptive notes, constructivist analysis of collaborative values priorities, and vignette validations towards leadership improvement.
Staff

EDT1024 H Clinic in Administrative Relationships (Pass/Fail)

The development of administrative competency in interpersonal and group relations through the laboratory method, vicarious and instrumented experiences, and clinical procedures.
D. F. Musella

EDT1025 H School Effectiveness and School Improvement

This course examines the factors contributing to school effectiveness, including school climate and physical characteristics, instructional patterns, types of organization, and the use of time. It also considers the possibilities for school improvement in the context of a pluralist democracy and the use of total quality management (TQM) to improve educational institutions.
Staff

EDT1026 H Evaluation of Professional Personnel in Education

Issues surrounding performance evaluation of teachers and administrators in school systems will be examined. Topics include current practices in evaluation, evaluation policies and procedures, the legal context, the political dimensions, and related areas such as recruitment and selection of personnel. The conceptual background centres around a systems approach to personnel development. The thrust of the discussions, however, will be on practical problems in evaluation in schools within the Canadian setting.
P. T. Begley

EDT1028 H Policy Delivery and Schools

Teachers and policy: complications for management. Attention is given to agenda-setting, backward mapping, crafting alternatives, estimating feasibility, and coping with unanticipated consequences. Ethnographic work and school administration with some attention to administration of programs for students at risk.
N. Bascia and R. G. Townsend

EDT1029 H Special Applications of the Administrative Process

Some unique problems, presented to the administrator placed in special structures or environments, are examined with a view to developing appropriate applications of administrative processes. Depending upon resources of staff and needs of students electing this course, it will cover the administration of any one of, or combination of, the following: programs of special education, colleges and other institutions of higher education, large urban complexes, areas presenting special sociocultural problems, computer-assisted administration, and comparative educational administration.
Staff

EDT1030 H The Legal Context of Education

An examination of the current context of legal discourse related to the practical exigencies of present-day school experience. A detailed study of statutory and common law sources under which educators operate. The law is not immutable. Emphasis on negligence, malpractice, human rights and the school system, teacher rights, student discipline, and the Young Offenders Act and “zero tolerance.”
M. A. Zuker

EDT1033 H The Collective Bargaining Process in Educational Organizations

This course provides a basic framework for understanding and participating in the collective bargaining process. Students will be expected to view labor/management relations in the education sector within the context of the broader Canadian industrial relations system. Topics covered include a review of the Ontario Labour Relations Act; legislation governing public-sector bargaining in Canada, especially legislation governing bargaining in schools and colleges; the collective bargaining process; the grievance procedure; and alternative conflict-resolution mechanisms. The course is designed for those who have had no previous courses in this area and no extensive experience in union/management relations. Those who have a background in this field, either from

a prior course or direct experience, should enrol in 1034 or 1035.
N. Bascia

EDT1034 H Preparation for Collective Bargaining in Education

Collective bargaining in educational organizations will be examined as a cyclical process that begins with the development of essential information, and proceeds to the production of a brief for presentation, hence to the actual bargaining process, and then to the maintenance of the agreement. Emphasis will be placed on preparatory stages of bargaining and on clarification of issues and strategies. An examination of relevant empirical evidence and publications on collective bargaining will be employed to develop strategies for bargaining preparation. The course will be of value in collective negotiations to members of either staff or management teams.
D. Musella

EDT1035 H Administration of Collective Agreements in Educational Organizations

An exploration of means by which collective bargaining agreements may be managed effectively in educational organizations, focusing on administrative arrangements for the managing of agreements, teachers' arrangements for monitoring the management of agreements, consultative activities and their effects, means of conflict resolution including the grievance and arbitration processes and the effects of these processes on the organizations, school law and regulation, and educational policy. Particular use will be made of current agreements and arbitration cases.
Staff

EDT1036 H Planning in Educational Organizations

This introduction to educational planning is designed to provide teaching and administrative personnel with basic knowledge and skills in educational planning. Present approaches to educational planning will be examined within the development of educational planning over the last fifty years. Theories and methodologies considered will include strategic planning, projecting of enrolment and teacher supply/demand, facilities, program, personnel and service planning, information development and maintenance, provision of special services, and financial planning. A systems perspective will illustrate the interrelationships among roles, levels, and functions that exist in the educational system.
S. Padro

EDT1037 H Issues in Planning Educational Systems

Major current issues in educational planning at the institutional, regional, and national levels of the education system will be examined. A number of theoretical approaches to system management will be addressed. Topics such as organizational information processes, collective bargaining, development of management systems, and strategic and long-range planning will be examined from a systems perspective. Major system shocks will be treated through in-depth analysis.
Staff

EDT1038 H Systems Analysis for Educational Planning and Decision- Making

An introductory overview of systematic approaches to educational planning, decision-making, and improvements. Topics to be covered include: approaches to analysis of systems, project and system planning, system design, and analysis for decision-making and implementation of change. Emphasis will be on conceptual understanding of the field and on applications to educational systems at various levels.
S. Padro

EDT1039 H Planning for Schools and School Systems

This course, through lectures and in-class planning exercises, introduces applications of educational planning techniques within a strategic and long-range planning context in the school and school system. It involves common planning tasks arising in the management of school systems—such as educational demography, new approaches to siting of schools and space planning, the importance and judicious use of temporary school facilities, and alternative approaches to closing schools and the problem of declining enrolment. One purpose of the course is to acquaint the student in some depth with the techniques of enrolment projection and their application, and the estimation of teacher demand/supply by subject specialization.

S. Quazi

EDT1040 H Educational Administration I: The School System

Focus is on concepts both historical and emerging significant to the understanding of education and educational administration. Topics include traditional theoretical and conceptual constructs in the field such as theories of organization, power, change, and leadership as well as more emergent and contemporary topics such as values in administration, staff development, and school improvement. The emphasis is on the administration as a process internal to the organization as opposed to a focus on external forces impinging on educational administration. An effort is made to connect concepts to the reality of administrative practice. All master's candidates are strongly recommended to take 1040 as the first course in their program followed by 1041.

P. T. Begley, J. J. Ryan, and R. Wignall

EDT1041 H Educational Administration II: The School System in Society

Focus is on the external environment within which elementary and secondary educators work. Topics include major policy areas in education together with the ways administrators may respond to related issues and influences. Examples that may be included are: gender; multiculturalism; parental influence; choice of school and program; the labor market and the economy; equality of educational opportunity and social mobility; the financing of education; changing social values and educational philosophies; centralized and decentralized decision-making; educational and non-educational pressure groups and stakeholders. In all cases, the external conditions are examined in the context of education, the educational system, the school, the school system, and their administration. All master's candidates are strongly recommended to take 1041 after completing 1040.

P. T. Begley, D. F. Musella, S. Padro, J. J. Ryan, and R. Wignall

EDT1042 H Educational Leadership and Cultural Diversity

This course is designed to acquaint students with the practices and issues associated with administration, organization, and leadership in educational organizations with culturally diverse student populations. Students will have the opportunity to critically analyse and appraise the practices and issues involved in the administration and leadership of such schools. They will also have the chance to probe and clarify their own conceptions of, and attitudes toward, multi-ethnic and anti-racist education generally and leadership in such school organizations specifically, in ways that will assist them with their own administrative practices.

J. J. Ryan

EDT1045 H Language Policy across the Curriculum

School language policy-making is a developing activity of importance for educational administrators in pluralist

societies. A language policy is a firm plan for action addressing the first- or minority-language problems of a school, a college, a board, or some other educational agency. The goal of this course is for participants to identify language issues and problems that need addressing in a single educational setting of their own choice. The course addresses the administration of all kinds of language activities in education: mother-tongue teaching; second-language learning; bilingual education; minority-culture schooling; language maintenance; community-language teaching; and gender and language. A subtext of the course's seminars is the integration of issues of social justice and power into the development of coherent and workable policies that are seen as agreed plans for action.
D. J. Corson

EDT1047 H Managing Changes in Classroom Practice

The course explores the meaning of classroom change from the teacher's perspective, addressing such issues as contemporary views of learning, the nature of teacher development, and the context of teaching. The perspective is then used to better appreciate how those in school leadership roles can facilitate efforts by teachers to improve their own practices, as well as meaningfully respond to out-of-school pressures for change.
K. A. Leithwood

EDT1048 H Educational Leadership and School Improvement

A companion course to 1047. Contemporary conceptions of leadership are examined for their value in helping present schools improve and future schools serve their publics well. Understanding of expert leadership is developed through the study not only of expert leaders' behaviors, but also of their feelings, values, and problem-solving strategies. The formal and informal experiences that contribute to the development of leadership expertise will be examined.
K. A. Leithwood and P. T. Begley

EDT1052 H Individual Reading and Research in Educational Administration: Master's Level

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student that are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

EDT3013 H Dynamics of Organizational Effectiveness

A seminar on adult human behavior in organizations, including: effect of human sociability; dialectics of leadership/cathexis, consensus/conflict, eustress/distress; discovery and development of personal constructs used as hidden determinants of person–person decisions. Students receive help on their major assignment: to design and report a project intended to have some impact upon a selected organization.
Staff

EDT3017 H Problems in the Finance and Economics of Education

Problems of productivity in education, input/output relations, theories of grants-in-aid, cost/quality relations, taxation for education, the budgetary process, automatic and non-automatic remuneration for educational personnel, local property assessment, financing of capital outlay, federal/provincial/local sharing of educational costs, financing of long-term developments in education.

Prerequisite: 1017 or permission of instructor.
S. B. Lawton

EDT3018 H Governing Education: A Seminar on Politics

Concepts, perspectives, and methods of political science are used to deal with

educational issues in structured ways, while educational issues are used to exemplify and assess the relevance of political science concepts for understanding education.
R. G. Townsend

EDT3022 H The Investigation of School Culture: An Examination of the Daily Life of Schools

This course is intended to place the norms, values, and practices of school life within an administrative context. The focus is on factors that promote or inhibit the development of community and the achievement of educational purposes. Students are invited to explore and apply a variety of interpretive frameworks to their understanding of institutional culture.
J. J. Ryan

EDT3024 H Field Studies in Educational Leadership

The course is designed to meet the needs of doctoral students working closely together on issues and problems in educational leadership. Such issues may include developing collaborative school cultures, school-based management, teacher leadership, gender and leadership, and the leadership implications of restructuring. Topics will vary, however, with student interests and concerns and with current field priorities. Issues will be analysed through practical study in the form of site visits, video case analysis, or sample participation in field exercises, through scholarly reading and discussions, and particularly through interaction between the two. The course will be particularly appropriate for students seeking a strong field focus in their doctoral program.
A. Hargreaves and staff

EDT3025 H Personal and Professional Values of Educational Leadership

This course examines theories and frameworks which accommodate the influence of values, both personal and professional, on educational leadership practices. The primary focus is on values manifested by individuals and their impact on administrative problem solving processes. Value conflicts are explored particularly as they occur when the values of individuals clash with the broader social, collective, or meta values associated with organizations.
P. T. Begley

EDT3028 H Project Development Studies

This course is designed to assist doctoral students who are developing either project or dissertation proposals. Interaction between individual students and the instructor is regularly scheduled in order for the students to develop a clear research design and a comprehensive review of relevant literature. Through computer conferencing, the interaction will be open to all class members, whose additional comments and suggestions will be an integral part of the developmental process. The course is designed to be taken by doctoral students who have completed the required period of full-time study but have not developed a thesis proposal.
Staff

EDT3029 H Special Topics in Educational Administration

This course permits the study of specific topics or areas in educational administration not already covered in the courses listed for the current year. The topics will be announced each spring in the Winter Session and Summer Session timetables.
Staff

EDT3037 H Strategic Planning in Educational Organizations

In this seminar, concepts of strategic planning will be explored in terms of processes, issues, and applications in the educational system. The role of strategic planning will be examined in

terms of the organization's mission, its stakeholders, and its environment.
S. Padro

EDT3040 H Administrative Theory and Educational Problems I: People and Power in Organizations

A review of major perspectives on the individual and the organization includes discussion of questions pertaining to the nature of society and the nature of people. Of immediate concern is the manner in which decisions and organizational outcomes are produced, as well as the bearing that these sets of arrangements have upon productivity and the well-being of those whose lives are touched by organized education. Of express concern is the manner in which power is exercised in everyday situations that may involve elected officials, appointed administrators, teachers, students, and the public at large.
Staff

EDT3041 H Administrative Theory and Educational Problems II: Doctoral Seminar on Policy Issues in Education

This seminar examines significant policy issues in education, both historical and current, both Canadian and international. Emphasis is on acquiring an understanding of the content and significance of the policies, with a secondary interest in policy analysis and development. Various faculty in the department will be responsible for particular sessions.
Required for Ed.D. students. An elective suitable for Ph.D. students. Permission of course coordinator required for students from outside the department.
R. G. Townsend

EDT3042 H Field Research in Educational Administration

The course explores naturalistic and ethnographic methods of research applied to field research and case studies in educational administration. The researcher as participant in as well as an observer of social reality; the relationship of fact and value in social research, and the limits of science in truth-making; the relationship of such science-established truth to evaluation and administrative action; and the problems of ethical inquiry into organizational and administrative realities.
D. J. Corson, A. Hargreaves, and J. J. Ryan

EDT3043 H Survey Research in Educational Administration

An exploration of the history and current use of survey research in educational administration. Topics will include an assessment of the strengths and limitations of the methods, the selection of samples, questionnaire design, standard measurement instruments used in the field, methods of data analysis, the drawing of causal inferences, and presentation of results in a clear and effective manner.
Prerequisite: 1003 or 1666 or 1960 or permission of the instructor.
S. B. Lawton and S. Padro

EDT3044 H Internship/Practicum in Educational Administration

An advanced administrative experience, primarily for Ed.D. students, under the joint guidance of faculty members and senior administrators in the internship/practicum location. Placement and responsibilities relating to the internship are determined on an individual basis depending on the needs, interests, and aspirations of students and on the availability of appropriate locations.
P. T. Begley

EDT3047 H Research Seminar on Leadership and Educational Change

The course explores a variety of initiatives being taken to improve, reform, and/or restructure schools. The basic intents of these initiatives are examined in an effort to understand implications

for productive change processes at the classroom, school, and school system levels. Emphasis is given to the role of leadership in fostering educational change. Students will be involved in a research project designed to illustrate the practical meaning of course concepts and to refine their research capacities.
K. A. Leithwood

EDT3052 H Individual Reading and Research in Educational Administration: Doctoral Level
Description as for 1052.

The following courses are accepted for credit in the Department of Educational Administration and will satisfy that department's specialization requirements. For descriptions, see the relevant departmental sections.

Adult Education
1148H An Introduction to Workplace and Organizational Democracy

Sociology in Education
1909H Practical Problems in Educational Innovation

HIGHER EDUCATION GROUP

Ruth E. S. Hayhoe, Ph.D. (London)
Professor, and Chairperson of the Department
(comparative higher education; international academic relations; higher education in Asia)

Graduate Studies Academic Secretary:
Michael L. Skolnik, B.Phil. (Oxford)
Professor, cross-appointed to the Centre for Industrial Relations, University of Toronto
(higher education systems; the university and society; higher education policy)

Sandra Acker, Ph.D. (Chicago)
Professor, cross-appointed from Sociology in Education
(faculty and students in higher education)

George L. Geis, Ph.D. (Columbia)
Professor
(design and evaluation of instructional systems; the professoriat; faculty development)

Angela Hildyard, Ph.D. (Toronto)
Associate Professor, and Director, OISE
(cognitive psychology; learning and learning systems in higher education)

Glen A. Jones, Ph.D. (Toronto)
Associate Professor
(systems and politics of higher education in Canada)

Jamie-Lynn Magnusson, Ph.D.(Manitoba)
Associate Professor
(teaching and learning; research methodologies in higher education)

Richard G. Townsend, Ph.D. (Chicago)
Professor, cross-appointed from Educational Administration
(politics in higher education)

Marvin A. Zuker, LL.B. (Osgoode), M.Ed. (Toronto)
Assistant Professor, cross-appointed from Educational Administration
(the law and higher education)

ASSOCIATED INSTRUCTORS:

Paul Axelrod, Ph.D. (York)
Professor, Division of Social Science, York University
(history of higher education in Canada)

P. Niall Byrne, Ph.D. (Toronto)
Professor, Faculty of Medicine, University of Toronto
(medical education systems planning)

Robert Cohen, Ph.D. (Toronto)
Assistant Professor, Faculty of Medicine, University of Toronto
(evaluation of health professional education)

Michael J. Hatton, Ph.D. (Toronto)
Assistant Principal, Humber College of Applied Arts and Technology
(the community college)

Daniel W. Lang, Ph.D. (Toronto)
Associate Professor of Higher Education, cross-appointed from the University of Toronto; Assistant Vice-President (Planning) and University Registrar, University of Toronto
(administration and management of universities; planning in higher education)

Linda Muzzin, Ph.D. (McMaster)
Associate Professor, Faculty of Pharmacy, University of Toronto
(professional education; sociology of the professions)

Geoffrey Norman, Ph.D. (McMaster)
Professor, cross-appointed from the Department of Clinical Epidemiology and Biostatistics, McMaster University (problem-based learning and educational measurement)

Saeed Quazi, Dip.T.& R.P. (Toronto)
Project Director in Higher Education (strategic and long-range planning at the system and institution levels; university and college administration; human resource planning and forecasting)

Arthur I. Rothman, Ed.D. (State University of New York at Buffalo)
Professor, cross-appointed from the Faculty of Medicine, University of Toronto
(curriculum in higher education)

Richard G. Tiberius, Ph.D. (Toronto)
Associate Professor, cross-appointed from the Faculty of Medicine, University of Toronto
(staff and institutional development in higher education)

PROFESSORS EMERITI:

Willard Brehaut, Ed.D. (Toronto)
John W. Holland, Ph.D. (Syracuse)
Cicely Watson, Ph.D. (Harvard)

PROGRAMS

Students may register for M.Ed., M.A., Ed.D., or Ph.D. programs in Higher Education. The general requirements for these degrees are outlined in the "General Requirements for Admission and Degrees" section.

MASTER OF EDUCATION

Students are normally required to pursue Option I (ten half-courses plus a written general comprehensive examination). However, students in the health professional education specialization are required to register in the M.Ed. Option II program (eight half-courses plus a research project/paper). All M.Ed. students must take 1803 and at least four other courses in Higher Education and must pass the comprehensive examination.

MASTER OF ARTS

The M.A. program consists of eight half-courses, including 1803. Additional courses may be required of some applicants. At least six of the required courses for an M.A. program must be completed in Higher Education.

The M.A. in Higher Education requires a written general comprehensive examination and a thesis.

DOCTOR OF EDUCATION

Requirements include:
(a) a minimum of eight half-courses beyond a relevant and acceptable M.Ed. or M.A. degree, which may be taken full-time or part-time. Normally they will include 1803 and at least three other half-course equivalents in Higher Education;
(b) a written comprehensive examination;
(c) a thesis reporting the results of original research;
(d) a minimum of two consecutive terms of full-time study: first and second, or second and first.

DOCTOR OF PHILOSOPHY

Requirements include:
(a) six half-courses beyond the M.A. or M.Ed. degree in Higher Education. In individual cases, students with a highly relevant master's degree in other educational specializations or other fields will be admitted, but make-up work in Higher Education will be required. The six half-courses will include four in Higher Education. The remaining two half-courses may be selected from this department, from any other department of OISE, or from another graduate department of the University of Toron-

to, with the approval of the faculty advisor. Unless exemption is granted for prior study, all Ph.D. programs in Higher Education must include 1803;
(b) a written comprehensive examination;
(c) a thesis reporting the results of original research;
(d) two consecutive years of full-time on-campus study during the Winter Session.

COURSES

A course is identified with the Higher Education Group when the first two digits of the course number are 18 or 38.

EDT1801 H The History of Higher Education in Canada: An Overview

An examination of selected themes in the history of Canadian higher education, including secularization, the experience of women, professionalization, student life and academic freedom.
Staff

EDT1802 H Research Seminar in Higher Education in Canada

Students who have taken 1801 will examine in depth a particular area or period of interest, produce a research paper, and present it to the seminar. By permission of the instructor the prerequisite of 1801 may be waived.
Staff

EDT1803 Y Recurring Issues in Postsecondary Education

An examination of some of the many issues that have been characteristic of postsecondary education in the past and are likely to continue to be faced in the future.
Staff

EDT1804 H Issues in Medical/ Health Professional Education

This course is intended to enable students to identify and analyse major current issues in medical/health professional education and to present clear, logically coherent, and empirically justified analyses of those issues.
P. N. Byrne

EDT1805 H The Community College

This course reviews the history and politics of the several categories of institutions that have borne the name "community college." Particular attention will be paid to the psychological, economic, and political assumptions that characterize the Colleges of Applied Arts and Technology in Ontario, past and present.
Staff

EDT1806 H Systems of Higher Education

A comparative description and analysis of tertiary-level systems of education with special attention to their structure and governance and the relevant features of the societies in which they operate.
Staff

EDT1807 H Strategic and Long-Range Planning for Postsecondary Systems

This course is designed to provide students with basic knowledge and skills in strategic planning as applied to college and university systems. Past and current efforts at planning for universities and community colleges at the provincial level in Ontario will be analysed and compared with counterpart activities in other jurisdictions of Canada and the United States.
S. Quazi and D. W. Lang

EDT1808 H Research in Health Professional Education

This course addresses educational research approaches specifically in the health professions. It involves a critical examination of appropriate literature with respect to survey, qualitative, and quantitative research methods with the objective of enabling students to propose implementable research projects. The course is designed for students en-

rolled in the M.Ed. specialization in health professional education.
P. N. Byrne

EDT1809 H Administration of Colleges and Universities

A study of the practice of management and administration in colleges and universities including: an examination of the processes of planning, organization, coordination, communication, control; decision-making practices; and the analysis of illustrative cases and present practices.
Staff

EDT1810 H Evaluation of Knowledge, Clinical Competence, and Professional Behavior in the Health Professions

This course is designed to acquaint health professionals with the assessment formats used to evaluate the domains of clinical competence in health care professional training at both the undergraduate and postgraduate levels of training. The course will provide an introduction to the concepts of reliability and validity, which are central to the analysis of the assessment methods to be discussed. Written examinations, oral formats, and Standardized Patient performance-based testing are among the methods that will be presented.
R. Cohen

EDT1811 H Institutional Research and Planning

A study of the practice of institutional research and strategic planning in community colleges and universities. This course is designed to examine the methodologies and the practice of institutional research and to provide students with knowledge and skills in strategic and long-range planning as applied to colleges and universities at the institutional level. This course with an institutional focus complements 1807, which has a systems focus.
S. Quazi and D. W. Lang

EDT1812 H Education and the Professions

An examination of the nature of professions, claims of professional status, the appropriate education for selected professional and paraprofessional occupations, and problems common to professional programs.
Staff

EDT1814 H Curriculum in Institutions of Higher Education

A study of the logic and current practices related to curriculum design in postsecondary educational institutions.
A. I. Rothman

EDT1815 H Teaching in Institutions of Higher Education

A study of the issues and areas that define the instructor's perspective of teaching in postsecondary educational institutions.
A. I. Rothman

EDT1816 H Conceptions of Learning in Higher Education

An explanation of contemporary theories of learning as they apply to instruction and curriculum design in postsecondary educational institutions.
Staff

EDT1818 H Educational Development: Examination of Strategies for Improving Teaching and Learning in Postsecondary Institutions

An exploration of a wide range of strategies for the enhancement of the education process with emphasis on the application of these strategies to the specific educational setting selected by the student.
R. G. Tiberius

EDT1819 H Governance in Higher Education

This course addresses the arrangements for governance in higher education. It examines formal models and theories of governance; the legal and institutional framework of higher education gover-

nance; the role and characteristics of higher education intermediary bodies, governing boards, and academic senates and their relationships to one another; and current challenges and issues pertaining to university and community college governance.
M. L. Skolnik

EDT1820 H Special Topics in Higher Education: Master's Level

A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Winter Session and Summer Session OISE course schedules.
Staff

EDT1821 H Diversity and Differentiation in Postsecondary Education

The course will examine the range of programs and supporting institutional arrangements in postsecondary education and identify factors that contribute to differentiation within and between sectors.
M. L. Skolnik

EDT1822 H The Idea of the University and the College

An examination of leading concepts of the primary nature of universities and colleges as institutions of higher learning, beginning with the rise of the universities in medieval Europe and including their development to the present day, with particular emphasis upon the evolution of the concept of the university in the nineteenth and twentieth centuries and the attendant and sometimes diverse role of colleges. The seminar involves selected readings.
Staff

EDT1823 H Research Seminar in the Idea of the University and the College

Students who have taken 1822 will examine in depth a particular area or period of interest, produce a research paper, and present it to the seminar. By permission of the instructor the prerequisite of 1822 may be waived.
Staff

EDT1824 H The Planning of Facilities in Higher Education

This course is designed to acquaint university and community college decision-makers with the methods for planning and evaluating educational facilities. The interaction between changes in educational policies, innovations in technology and curriculum, available resources, existing facilities, and the means and methods of implementation will be explored. Structural and institutional alterations required by policy changes will be investigated, and methodologies for the preparation of "educational specifications," facilities plans, architectural briefs, and other aspects of facilities planning will be surveyed.
S. Quazi and D. N. Wilson

EDT1825 H Comparative Higher Education: Part I

This course lays the groundwork for the comparative study of higher education in different types of societies and historical periods. It provides an overview of the basic literature in comparative education, covering historical-philosophical, positivistic, phenomenological, and neo-Marxist approaches to the field. Central themes are the purpose of comparative education, differing views of social change, comparison, and the idea of scientific method. The role of such international organizations as the International Bureau of Education, UNESCO, and the World Bank in comparative education is discussed.
R. E. S. Hayhoe

EDT1826 H Comparative Higher Education: Part II

This course is a continuation of 1825, with a special emphasis on the application of comparative theory to the study of higher education in different types of societies. It also provides for a critical

discussion of the specific literature on comparative higher education coming from disciplines such as history, sociology, and anthropology. Themes of interest include historical traditions of higher education and their transformation, gender in higher education, curricular patterns across different societies, and the relation of higher education to the state.
R. E. S. Hayhoe

EDT1827 H The Politics of Higher Education

What makes the politics of higher education different from politics in other arenas? What political relationships exist between postsecondary institutions and such external actors as government and faculty unions? What internal relations characterize political interactions between trustees, administrators, professors, students, and others? This course explores these questions from a research and experiential base.
R. G. Townsend

EDT1828 H Evaluation in Higher Education

The course examines models, methods, and concerns. Several levels of evaluation will be looked at (student learning; evaluation of instructor and course; program and institutional evaluation). Students will be required to write one short and one long paper and be encouraged to participate in class discussions. During class there will be practice in planning evaluations.
G. L. Geis

EDT1840 H Economics of Higher Education

An examination of the economic aspects of higher education at the system and institutional levels, including consideration of the economic value of higher education and the contribution of higher education to the economy. The course will address the variety of ways in which the concepts and methodologies of economics can be applied to resource allocation and other policy decisions in higher education.
Staff

EDT1841 H Public Finance and Higher Education

Public finance will be used as the frame of reference for studying efficiency, equity, and stabilization aspects of policy for public education. Attention will be paid to policy issues at the institutional, municipal, provincial, and national levels. Public and institutional budgets will be regarded both as the focus of educational policy contests and as the salient feature of the environment for educational policy-making.
Staff

EDT1842 H Higher Education and the Labor Market

An examination of the interaction between higher education institutions and the labor market, with particular emphasis on the human-resources aspects of planning in higher education.
Staff

EDT1843 H Higher Education and the Law

This course will examine the legal framework of higher education, including laws, regulations, and judicial interpretations that impact upon the governance and conduct of higher education. Particular attention will be placed upon the tension between academic autonomy and individual rights as they affect students' rights, faculty status, sanctions against discrimination, and the conditions attached to government funding.
M. A. Zuker

EDT1852 H Individual Reading and Research in Higher Education: Master's Level

Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student that are not included in available courses.

While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

Few 3800-level courses are offered in Higher Education. Most advanced study is undertaken on an individual basis. All doctoral programs should include individual reading and research courses in the area of the candidate's specialization.

EDT3801 H Research Methods in Higher Education (Pass/Fail)

This course is intended for doctoral students. It provides background in the tasks of designing, executing, and reporting on a thesis research project. Topics include: defining a problem, conducting a literature search, selecting appropriate methodology, conducting research, selecting and making optimal use of the committee, the orals defence experience, and steering the thesis toward publication. The course involves lectures, discussions, and guest speakers. Participants are expected to present and discuss their proposals. The course meets every other week for two terms.
Staff

EDT3806 H Case Studies in Comparative Higher Education

This is a seminar course designed for students interested in the comparative study of higher education.
Staff

EDT3807 H The University under Communism

This course explores facets of the role of the university within communist societies. It begins with a focus on the contradiction between the traditional idea of the university and the ideals of the communist society, then considers various perspectives on the role of intellectuals or the intelligentsia in social change. The main body of the course is concerned with the historical experience of the Soviet Union and the People's Republic of China, as they sought to create a communist society yet retain the university as an integral part of their knowledge system.
R. E. S. Hayhoe

EDT3810 H International Academic Relations

This course begins with the literature of international relations to set the context for an examination of higher education's role and responsibilities in an international arena. It then looks at the critical challenges to accepted views of knowledge in the university that have arisen from social theorists such as Habermas, from feminist scholarship, and from non-Western scholarship. Topics for exploration and research include the following: academic freedom in a global context; the role of universities and colleges in international development; relations between higher education institutions and international organizations; scholar/student exchanges; and human rights and higher education.
R. E. S. Hayhoe

EDT3820 H Special Topics in Higher Education: Doctoral Level

Description as for 1820.
Staff

3852 H Individual Reading and Research in Higher Education: Doctoral Level

Description as for 1852.

Higher Education students are encouraged to take two half-courses in other OISE departments or other graduate departments of the University of Toronto. Students should consult their faculty advisor in making their choice.

HISTORY AND PHILOSOPHY OF EDUCATION

Clive M. Beck, Ph.D. (New England)
Professor, and Chairperson of the Department, cross-appointed to Adult Education
(ethics; values education; values in adulthood; religious education; social and political education; theory and practice of schooling)

Graduate Studies Academic Secretary, to whom inquiries for this department should be addressed:
Dwight R. Boyd, Ed.D. (Harvard)
Professor
(moral education; ethical issues in multicultural and anti-racist education; philosophical issues related to gender in education; feminist philosophy)

Deanne Bogdan, Ph.D. (Toronto)
Professor, cross-appointed to Curriculum
(literary theory and literature education; aesthetics and education; feminist criticism, aesthetics, and pedagogy; musical aesthetics; music education)

John A. Eisenberg, A.M. (Pennsylvania)
Professor, cross-appointed to Curriculum
(philosophy of history and social science; social studies education; creativity in education; values education; the philosophy of law and legal education)

Malcolm A. Levin, Ed.D. (Harvard)
Associate Professor, and Assistant Director (Academic), OISE, cross-appointed to Curriculum
(alternative schools; the culture of the school; societal context of schooling; alternative philosophies of education)

David Levine, Ph.D. (Cambridge)
Professor
(history of education with special reference to social modernization and economic change; the history of schooling in relation to demographic analysis and family history; the history of literacy; the social history of education in relation to popular culture; educational history in England; historiography of the history of education)

Dieter Misgeld, Dr.Phil. (Heidelberg)
Professor, cross-appointed to Sociology in Education, and cross-appointed to the Department of Philosophy, University of Toronto
(human rights theory and practice; citizenship and democratic development; human rights education in an international context; contemporary social theory)

E. Christopher Olsen, Ph.D. (London)
Associate Professor
(philosophical foundations of cognitive science; philosophy of mind; theory of knowledge; theory of human action; developmental epistemology and learning environments)

Ruth Roach Pierson, Ph.D. (Yale)
Professor, jointly appointed to Sociology in Education
(history of women and women's education; history of feminism and feminist historiography; history of educational policy)

Alison Prentice, Ph.D. (Toronto)
Professor
(history of Canadian schooling; nineteenth-century school system formation; women's history and education; history of the teaching profession)

Harold M. Troper, Ph.D. (Toronto)
Professor
(Canadian social history; immigration; education of ethnic and minority groups; American history; history of education)

PROGRAMS

This department offers programs leading to the M.Ed. and Ed.D. degrees with specialization in History and/or Philosophy of Education for educational practitioners, and programs leading to the M.A. and Ph.D. degrees for research-oriented scholars (who may or may not be practitioners) who wish to apply their discipline to the study of education. All degree programs require a thesis except the M.Ed. program, which requires a major research project/ paper. Both the Ed.D. and Ph.D. programs require a minimium period of full-time on-campus study (residence). The M.Ed. and M.A. programs may be pursued on a full- or part-time basis.

General admission requirements for each program are outlined in the "General Requirements for Admission and Degrees" section. M.A. and Ph.D. applicants to this department are normally expected to have a substantial undergraduate concentration in history and/or philosophy, but applicants with concentrations in related social sciences and humanities disciplines will also be considered for admission.

Students of this department may participate in several interdisciplinary programs and centres in which History and Philosophy faculty are involved. These include Women's Studies/Feminist Studies, Transformative Learning, and Comparative, International, and Development Education (see the appropriate section for details on these programs/centres). Students enrolling in OISE's interdepartmental specialization in Women's Studies/ Feminist Studies may take courses across several OISE departments. They would formally enrol in both the specialization and the department. Students may also enrol in the University of Toronto's Collaborative Program in Women's Studies, which allows them to take courses across a number of University of Toronto departments. Prospective students must be admissible to both their OISE department and the Collaborative Program.

MASTER OF EDUCATION

The M.Ed. degree program in History and Philosophy of Education is pursued under Option II (eight half-courses plus a major research project/ paper—see "General Requirements" section). Students in either History or Philosophy of Education will be expected to take at least four half-courses in the specialization. For students in History of Education, one of the courses must be 1460. Students who wish to specialize in both History and Philosophy normally do at least five courses within the department.

MASTER OF EDUCATION FOR SPECIAL PURPOSES

Many M.Ed. students in History and Philosophy of Education have a special interest (e.g., women's studies, social studies education, multicultural education) that may require them to take more courses than usual in other departments of OISE or the University of Toronto. Such students may, with permission, enrol in the M.Ed. for Special Purposes and thus be able to take as few as three half-courses in this department. For details of this program see the "General Requirements" section.

DOCTOR OF EDUCATION

The Ed.D. program requires a minimum of one yar (two consecutive Winter Session terms) of full-time on-campus study (residence). The program is designed for career educators who wish to engage in the in-depth study of a problem or topic related to their professional practice. Admission requirements are similar to those for the Ph.D. program with the additional requirement of professional experience in education. In view of the shorter period of required residence, applicants to this program are expected to have a more clearly defined thesis research problem/topic when they enter the program; a statement of the expected research focus must be submitted with the application. Applicants are also encouraged to submit a sample of their scholarly writing (e.g., research report, major essay, thesis). Moreover, an interview with faculty in the proposed area of specialization is normally required prior to the admission decision.

Qualified applicants with a master's degree in History and/or Philosophy of Education from this department may be admitted to an eight half-course program. Applicants with other specializations in their master's degree programs are required to do additional courses either as prerequisites to admission or as part of their program. Applicants without a master's thesis or equivalent must submit a Qualifying Research Paper, which must be approved by two faculty members prior to registration in the program.

The two required Ed.D. seminars (3490 and 3491) are designed to facilitate thesis research and writing. They are normally taken in two consecutive terms (i.e., spring–fall, or fall–spring).

The remaining courses are selected by the student in consultation with the advisor and may be taken on a part-time basis before and following the year of full-time on-campus study. Students are encouraged, though not required, to do at least two half-courses before that year.

All Ed.D. students commencing their program after July 1, 1992, are required to take a comprehensive examination.

MASTER OF ARTS

Qualified applicants who hold a four-year University of Toronto bachelor's degree, or its equivalent, with a major in history or philosophy may be admitted to a (full-time or part-time) program consisting of six half-courses and a thesis. Normally, four of the six half-courses should be taken in the area of specialization in this department. Applicants with undergraduate majors in related social science and humanities disciplines are normally required to do some additional courses within this department. They are encouraged to submit with their application descriptions or outlines of courses that have substantial historical or philosophical content.

DOCTOR OF PHILOSOPHY

The Ph.D. program requires a minimum of two years of full-time on-campus study (residence). Qualified applicants with a University of Toronto M.A. degree in History of Education or Philosophy of Education or its equivalent (including a thesis or equivalent major research paper) may be admitted to a program that consists of six half-courses and a thesis. If the master's degree does not include a thesis (or equivalent), a Qualifying Research Paper must be submitted and be approved by two faculty members before registration in the program. Applicants who do not hold a master's degree with specialization in history or philosophy of education will be required to do additional courses to establish equivalency in their area of specialization. Those with a relevant master's degree but no previous graduate courses in history or philosophy of education are normally required to do ten half-courses.

Applicants who have graduate courses with substantial history or philosophy content related to education should submit with their application descriptions of these courses. Applicants who have not completed a master's degree in this department are also encouraged to submit with their application samples of their scholarly writing (e.g., master's thesis, major research paper, published article).

All applicants to the Ph.D. program are requested to submit a statement of their particular research interests within their area of specialization (history or philosophy of education) in as much detail as possible so that an appropriate faculty advisor can be designated. Each student's program is determined in consultation with the faculty advisor within the general guidelines noted in the "General Requirements" section.

All Ph.D. students are required to take a comprehensive examination.

CORE COURSE REQUIREMENTS

For History students, course 1419 is required in the M.A., Ed.D., and Ph.D. programs unless it (or an equivalent) has been taken previously.

For Philosophy students, course 1440 is required in the M.A., Ed.D., and Ph.D. programs unless it (or the equivalent) has been taken previously. Course 1471 is required for any Ph.D. student who has previously taken 1440 or has been exempted from it.

PROGRAM/RESEARCH FOCUSES

To guide students in selecting courses and thesis advisors, we offer the following thematic focuses within the two general areas of specialization in this department:

Feminist Studies

Courses—1412, 1418, 1421, 1426, 1439, 1462, 1488, 3417, 3418, 1975.

History of Women and the Family in Education

Courses—1412, 1415, 1418, 1421, 1422, 1426, 1428, 1429, 3418, 3423.

Human Rights, Politics, and Education

Courses—1418, 1420, 1428, 1429, 1433, 1434, 1435, 1442, 1444, 1449, 1480, 1490, 3418.

Immigration, Ethnicity, and Multiculturalism in Education

Courses—1415, 1421, 1424, 1428, 1429, 1442, 3428.

Literature, Music, the Arts, and Education

Courses—1436, 1442, 1459, 1462, 1484, 1485, 1487, 1488, 3417, 3436, 3447.

Morals/Values, Social Issues, and Education

Courses—1116, 1303, 1412, 1426, 1428, 1429, 1433, 1434, 1435, 1436, 1439, 1441, 1442, 1444, 1447, 1449, 1451, 1485, 1489, 1490, 3441, 3443.

The Origins of Modern Schooling

Courses—1400, 1401, 1403, 1405, 1415, 1420, 1435, 1456.

Religion, Worldviews, Metaphysics, and Education

Courses—1418, 1424, 1432, 1480, 1481, 1482, 1486, 1489, 3418, 3437.

Note: M.R.E. students seeking full transfer of credits (four) to the M.Ed.

in History and Philosophy must take either 1480, 1481, or 1486.

Theories of Knowledge, Cognitive Science, Technology, and Learning

Courses—1234, 1431, 1432, 1436, 1437, 1447, 1450, 1459.

Theory and Practice of Schooling

Courses—1303, 1400, 1401, 1403, 1405, 1407, 1408, 1435, 1446, 1456, 1460, 1470, 1471.

COURSES

A course is identified with this department when the first two digits in the course number are 14 or 34. It should be noted that in this department the initial digit (1 or 3) does not necessarily indicate course level; most courses may be taken by both master's and doctoral students. Courses in this department are normally open to students in other departments as well.

Although the following courses are listed, not all are offered in any given year. Please check the OISE schedules of course offerings for Summer and Winter Sessions. These will be available at a later date from the Office of Graduate Studies or the department.

EDT1400 H The Origins of Modern Schooling I: Problems in Education Before the Industrial Revolution

This course presents an overview of education and schooling before the massive intervention of the modern state. It is concerned with those forms of educational communication that formed the background for contemporary educational systems.
D. Levine

EDT1401 H The Origins of Modern Schooling II: Problems in 19th and 20th Century Educational History, Focus on Canada and the U.S.A.

Drawing chiefly on North American literature, this course explores the origins of state educational systems in the context of traditional patterns of socialization and formal schooling, and changing social, political, and economic conditions and ideologies.
H. M. Troper

EDT1402 H History of Modern European Education

Studies in the social and political history of European education since the eighteenth century. Education in modern Europe has frequently deviated from the Enlightenment values of tolerance, cosmopolitanism, and rationality. The history of anti-Semitism in Germany 1871–1945 provides a case in point.
R. R. Pierson

EDT1403 H History of Education in Canada

A survey course whose central theme is "Canadian answers to perennial questions in education." Included among these questions are the following: Why educate? Who should be educated? Who should teach? What should be taught? By what methods? Who pays the piper? Who calls the tune? How can success in teaching and learning be evaluated? Each of these questions will be dealt with in historical perspective in relation to the following regions of Canada: Atlantic region, Quebec, Ontario, Western region. Additional topics to be considered will be: (1) Canadian educational historiography; (2) Canadian education and its critics: an analysis of the ongoing criticism of Canadian education (in historical perspective).
Staff

EDT1405 H History of Education and Society: Selected Topics

This course is primarily designed for those with little or no background in historical research. It examines a variety of ways in which historical scholarship is relevant to the study of education and contemporary society. Students will be introduced to the interpretive questions of evaluation, representation, and understanding.
D. Levine and H. M. Troper

EDT1407 H Mass Education in English History

The primary focus of this course will be the transition from an agrarian society to an urban, industrial one. Substantial attention will be devoted to the recurrent attempts of educational promoters to discipline the masses to the rhythms of an industrial society. The stratified, explicitly unequal system of educational rewards and the recent attempts to replace it will also occupy a critical position.
D. Levine

EDT1408 H Elite Education in English History

The upper classes in Britain developed an educational system that served to create a homogeneous ruling elite having many characteristics of a caste. The schools, universities, and recreational facilities that engendered the social and educational segregation of the classes and the masses will be the focus of this course. The period of study will proceed from the sixteenth up to the twentieth century, when attempts have been made to "democratize" elite institutions.
D. Levine

EDT1412 H The History of Women and Higher Education

This course explores the growing historical literature on women and institutions of advanced education. Topics include: the nineteenth-century academy and women's college movement; women and public secondary schooling; the admission of women to universities; women's experience of higher education in the twentieth century.
A. Prentice

EDT1415 H The History of the Teaching Profession

This course explores the history of teaching as an occupation. Drawing on recent Australian, British, and American studies, as well as on the Canadian literature, it examines the following topics: the changing composition of teaching forces; teachers' work and status in the schools; professionalization; the organization of teachers' associations and unions; class, ethnicity, race, and gender in teaching.
Staff

EDT1418 H The Role of Education in Theories of Women's Emancipation: I

Feminist traditions, although often interrupted and silenced, stretch far back into the past. This course is devoted to reclaiming a part of that heritage, in particular the tradition of feminist concern with the relation of women to education. We will examine some of the major feminist theoretical writings from the seventeenth century to the end of the nineteenth century.
R. R. Pierson

EDT1419 H Historiography and the History of Education

Central issues in historical writing—theory and philosophy, bias and representativeness—are considered together with modes of presentation, forms and methods of research, and styles of argument. Students are introduced to the main issues in current educational history through an intensive reading of selected, exemplary texts. Emphasis is placed on the manner in which arguments are developed in social-historical studies on schooling and education. In this way, the influence of critical theory, discourse analysis, feminism,

postmodernism, and poststructuralism on recent debates within the field is discussed with reference to the central problems of history of education. 1419 is compulsory for all students in the M.A., Ed.D., and Ph.D. programs who will be developing a thesis topic in the History of Education.
D. Levine

EDT1420 H European Popular Culture and the Social History of Education: I

This course is concerned with the interaction between literacy and popular mentalities in the period before the creation of school systems. Its particular interest is with those individuals for whom we have detailed information and whose lives provide a distant mirror reflecting other realities. For many of them, living at the interstices of literacy and orality, the social function of education was central to their lives.
D. Levine

EDT1421 H The History of Women and Education

An investigation of the social, political, economic, and ideological trends affecting the education of women in Europe and North America in the nineteenth and twentieth centuries.
D. Levine and R. R. Pierson

EDT1422 H Education and Family Life in the Modern World: I

The history of the family as it relates to child-rearing and education in Great Britain, France, the United States, and Canada.
D. Levine

EDT1424 H Religion, Ideology, and Social Movements in the History of North American Education

A historical overview of the process of change as influenced by social service organizations or movements inside and outside the formal school structures of the community. Among the issues discussed in the seminar are institutional structure and ideology, the nature of reform, volunteerism, and related political culture.
H. M. Troper

EDT1425 H Working-Class History and Its Relation to the Schools

A review of the history of working people, with special emphasis on selected educational issues such as compulsory schooling and vocational education.
D. Levine

EDT1426 H The History of Women and Education in Canada

An investigation of the history of women in Canada, stressing the political, economic, and social developments that formed the background to changing patterns in women's education and women's role in education.
R. R. Pierson

EDT1428 H Immigration and the History of Canadian Education

A historical examination of immigration and immigration policy in shaping the social, economic, and political life of Canada with special reference to education. This course will explore such areas as the historically different agendas of immigrants and policy-makers, the shifts from migrant to immigrant, and the racial and organizational priorities of educators in meeting the needs of immigrants.
H. M. Troper

EDT1429 H Ethnicity and the History of Canadian Education

A historical exploration of ethnicity and race as a factor influencing Canadian civic culture, changing public policy, and shaping the contours of ethnic community life. Special attention will be paid to the historical development of ethnicity in Canada, the internal life of several communities, and the challenges ethnicity and race represented to keepers of the Canadian gate and educators in particular.
H. M. Troper

EDT1431 H Theory of Knowledge in Educational Inquiry and Cognitive Science

This advanced research seminar is offered alternate weeks over a full year to allow for in-depth development of research papers on epistemological issues relating to education. Areas may include: Piaget's genetic epistemology and his theory of concept formation and objectivity; philosophical foundations of cognitive science; knowledge representation in humans and in computers, and how this pertains to the educational use of computers.
Prerequisite: Background in philosophy or psychology and permission of instructor.
E. C. Olsen

EDT1432 H Knowledge, Mind, and Human Beings

This course is designed primarily for those without extensive background in philosophy. It will consider selected topics of particular concern to educators from the areas of philosophy of mind and epistemology. Various theories of mind such as dualism, behaviorism, and materialism will be considered in relation to such concepts as education, indoctrination, teaching, learning, conditioning, knowledge, and understanding. The underlying concern will be to develop a conceptual account of a person as an educable being.
E. C. Olsen

EDT1433 H Freedom and Authority in Education

The focus is on the tension between freedom and authority as it affects both education and society at large. Traditional and contemporary philosophical theories of freedom and authority provide a context for examining the competing claims of libertarians (or progressivists) and authoritarians in education. This course does not presuppose extensive background in philosophy.
E. C. Olsen

EDT1434 H Human Rights, Politics, and Education

An introduction to human rights theory and practice with reference to major political, social, and educational issues in our times. The connections between human rights, democratic development, and education will be considered in an international context.
D. Misgeld

EDT1435 H Democracy and Education

The course will consider major views of society and politics that have the development of democracy as their theme. The relation between projects of educational reform and democratic development will be examined.
D. Misgeld

EDT1436 H Modernity and Postmodernity in Social Thought and Education

Recent debates in social theory, philosophy, and education regarding the meaning of modernity will be discussed. Theories of modernity and "postmodern" critiques of them will be reviewed. Experiences around the world of various types of crisis (human rights, ecological, cultural) will be considered.
D. Misgeld

EDT1437 H Philosophical Aspects of the Development of Language and Thought

This is an interdisciplinary course that examines the philosophical underpinnings of competing theories about language learning, concept formation, and the relation between thinking and language. There will be discussion of how each theory would guide educational practice during a child's early years. Major protagonists to be considered will include Piaget, Vygotsky, Chomsky, and contemporary authors in cognitive science.
Prerequisite: Some background in philosophy, psychology, or linguistics.
E. C. Olsen

EDT1439 H Gender, Ethics, and Education: Philosophical Issues

This course will examine philosophical issues pertaining to the interrelationships of gender, ethical frameworks, and educational theory. Focus will be on recent feminist analyses of gender as a social construction, insights into how this construction is manifested and maintained, and critiques of and alternatives to mainstream ethical theory. How educational theory, on matters such as ideals, aims, curriculum content, and the teacher's role, would need to change in order to accommodate these perspectives will provide the context for the critical explorations.

D. R. Boyd

EDT1440 H An Introduction to Philosophy of Education

This course is an overview of the field of philosophy of education, focusing on the question "What are the nature and aims of education?" This question will be addressed from the perspective of a variety of philosophers and schools of thought, selected to represent the field in its diversity and in its recurring and unifying themes. Texts to be read will be drawn from Plato, Locke, Rousseau, Dewey, Russell, and Whitehead, as well as some of the traditions of Marxism/neo-Marxism and analytic philosophy.

Staff

EDT1441 H Philosophical Dimensions of Moral Education

This course considers theoretical issues in moral education within the context of an examination of selected contemporary approaches. The role of the teacher in moral education is emphasized and examined in light of interpretations within different approaches and as shaped by theoretical conceptions of the moral realm and views of the objectivity of value judgment. Issues such as relativism, the role of affect and commitment, the nature of moral development, indoctrination, and the teacher as moral agent are also explored in the context of the latter theoretical problems.

D. R. Boyd

EDT1442 H Moral Dimensions of Educating within Commitments to Diversity

This course will focus on moral problems that arise when educators take seriously commitments to respect diversity. Such problems will be explored in the context of curriculum choices, teachers' integrity, cultural conflicts, race relations, and power differentials. Attention will be directed to underlying philosophical issues such as conceptions of the moral realm, moral certainty, the meaning and justification of valuing diversity, and indoctrination.

D. R. Boyd

EDT1444 H Human Rights and Education in an International Context

How can education contribute to respect for human rights? Human rights violations occur around the world on an alarming scale, and there is need to search for an adequate response. The way in which education in various forms can contribute to finding it will be examined. Reference will be made to proposals coming from various parts of the world. This course has no prerequisites and is open to students not specializing in Philosophy of Education. There will be sufficient emphasis on formal education for this course to be of considerable interest to teachers.

D. Misgeld

EDT1446 H The Teacher as Philosopher

This course starts from the assumption that teachers are already philosophers —i.e., their practice is informed by systems of beliefs and assumptions. Each student will have the opportunity to develop an initial articulation of his/her views on education in a personal interview with the instructor at the beginning of the term. These interviews will

then be shared and will focus course readings, lectures, and requirements. The aim will be to examine the different ways in which philosophical assumptions form the foundation for educational beliefs. Topics addressed will include value, epistemological, political, and praxis questions within beliefs about educational aims, content, and teaching methods.
D. R. Boyd

EDT1447 H Technology in Education: Philosophical Issues

This course will address the philosophical problems arising from the use of modern technology and its implications for theories of education and educational practices. The primary focus of the course will be on the nature of the relationship between humans, society, and technology. Among the issues that may be considered are: the nature and validity of technological determinism as a model of explanation of personal and social change; technological causation; the conceptual distinctions (if any) between humans and machines; the social, political, metaphysical, ethical, and epistemological commitments involved in the introduction and use of technology in education; the distinctions between human understanding and artificial intelligence; problems arising from the use of computers in education; and related philosophical issues in education. The selection of topics will depend on the interests and backgrounds of the members of the seminar.
J. A. Eisenberg

EDT1448 H European Popular Culture and the Social History of Education: II

This course picks up themes developed in 1420 and carries them through the period of school systems. Its particular interest is to relate the development of the education system to other systems of social regulation in the modern world.
D. Levine

EDT1449 H The Theory of Law and the Teaching of Law in the Schools

An examination of the fundamental philosophical principles underlying law and their application to the study of law in the schools. The topics to be dealt with will include: the nature and justification of law; morality and law; the concept of justice; crime and punishment; law and social change; rational procedures in law; theories of legal education and proposed materials; legal problems confronting teachers; and curricula for courses in law.
J. A. Eisenberg

EDT1450 H Philosophy of Science and Science Education

A discussion of the development and growth of scientific concepts based on actual controversies in science, designed for science teachers interested in exploring alternative science curricula.
Staff

EDT1451 H Theories of History and Social Inquiry in Education

A consideration of some of the major contemporary theories of history and social inquiry and their relevance for education today. The topics to be treated in the seminar include the nature of historical inquiry; theories of explanation and discovery in history and the social sciences; the use of narrative in history and education; modes of reasoning in history; the relevance of history today; the application of the theories and models studied to the teaching of history and the social sciences; and related topics to be selected by members of the seminar.
J. A. Eisenberg

EDT1452 H Individual Reading and Research in the History of Education: Master's Level

Specialized study, involving regular preparation of papers and tutorials under the direction of a staff member, focusing on specialized topics of interest to individual students and faculty members that are not provided for in seminar courses. Practical field experience may be included as part of the course. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.

EDT1453 H Individual Reading and Research in the Philosophy of Education: Master's Level

Description as for 1452.

EDT1456 H Alternative Schools

An introduction to the philosophy and recent history of tax-supported public alternative schools. The current problems and future prospects of alternative schools will be discussed in light of selected readings, films, and visits to local alternative schools.
M. A. Levin

EDT1459 H Creativity and Education

The theoretical frameworks of school programs for gifted students will be studied and related to more general theories of creativity. This will involve considering a variety of theories of creativity and giftedness of philosophers, psychologists, scientists, artists, writers, musicians, and educators to determine what creativity is, how it can be supported and encouraged, and what the implications for education are. In addition to examining theories, the class will study creative works, observe classroom activities in gifted education, and examine various programs for the gifted. In effect, both theoretical and practical aspects of creativity in education will be dealt with and special focus will be placed on areas of student interest.
J. A. Eisenberg

EDT1460 H History and Educational Research

A seminar course required of all M.Ed. students in History of Education, normally taken at or near the end of each student's program. The course will both explore selected topics in educational history with special reference to historical research methods in use in the history of education and assist students in undertaking their major research paper.
Staff

EDT1461 H Special Topics in History and Philosophy of Education

A course that will examine in depth a topic of particular relevance not already covered in the regular course offerings in the department. The topics will be announced each spring in the Winter Session and Summer Session schedules.
Staff

EDT1462 H Women, Literature, and Education

This course focuses on several ways in which literature relates to women and education, with an emphasis on feminist concerns pertaining to literary interpretation and pedagogy, including authorial voice, identification, the ethics of literary reading, and the relationship between educational goals and a feminist literary consciousness.
D. Bogdan

EDT1470 H Theory and Practice of Schooling

This course is designed for those interested in where schooling should be going today and what form life in classrooms and schools should take. No background in philosophy of education is required. The everyday problems facing teachers will be considered, with special attention to the concerns of elementary schooling.
C. M. Beck

EDT1471 H Critical Issues in Education: Philosophical Perspectives

This course examines philosophical dimensions of contemporary critical issues in educational practice. Issues selected vary each time (examples are destreaming initiatives, court cases

about teaching religion in schools, governance and control, and the development of the "common curriculum"), and an effort is made to have as guest speakers practitioners from the field who are actively dealing with the issue. The aim is to integrate our understanding of these issues as they are being played out in practice and uncover and analyse some of the underlying philosophical questions.
D. R. Boyd

EDT1480 H Religious Pluralism and Education

An examination of major concepts and issues in religion and religious education today, from a "multi-faith" and pluralistic perspective. The course will explore the nature and significance of religion as a phenomenon of human life; its place in the schools, both public and private, of a pluralistic society; and approaches to religious education.
C. M. Beck

EDT1481 H Worldview Education

This course examines the role of worldviews in promoting human well-being and how such perspectives are modified over time, both in society and in individual lives. Consideration is given to historical and contemporary answers to some of the "large questions of life" such as the nature of reality, origins, destiny, death, suffering, meaning in life, community, and ecology. An integral aspect of the course is an exploration of the role of education, both formal and informal, in the development of life perspectives.
C. M. Beck

EDT1482 H The Nature and Development of Religious Knowledge in Education

An examination of the similarities and differences between religious concepts, beliefs, and knowledge and other types of concepts, beliefs, and knowledge (e.g., empirical, historical, scientific knowledge) from a developmental perspective as derived from the work of Piaget, Fowler, etc. A central issue for the course is the question whether religious education is appropriate within formal education in a pluralistic society and, if so, what is the nature of the knowledge that can properly be the subject of a religious education program.
E. C. Olsen

EDT1484 H Philosophy of Literature and Literature Education

An examination of the philosophical underpinnings of reader-response theory, broadly defined. Topics address the epistemology of literary response and its moral/aesthetic/ideological implications and include the relationship of structuralism, poststructuralism, and feminist literary theory to the classroom treatment of literary reading.
D. Bogdan

EDT1485 H Literature and Values in Education

An examination of the complex relationship between literature and values, including the ethical dimension throughout literary criticism and a philosophical analysis of the educational value of literature. Topics include the justification for and censorship of literature, and a critique of Frye's concept of the educated imagination from a feminist perspective.
D. Bogdan

EDT1486 H Religious Education Within a Tradition

This course is offered within a framework of religious pluralism. However, it focuses on the theory and practice of educating and "nurturing" students within their own religious tradition. Authors studied will include Thomas Groome, Maria Harris, John Hull, and John Westerhoff.
C. M. Beck

EDT1487 H Critical Discourses of Musical Experience and Education

This course inquires into ways of speaking about the educational value of musical experience as both a private act and a social and cultural phenomenon. Assuming no special musical expertise of its participants, it focuses on the musical reception of "classical" music of Western culture from the perspective of the informed listener/audience as educator. It seeks to forge a critical discourse for exploring the ontological, psychological, ethical, social, and political dimensions of musical experience.
D. Bogdan

EDT1488 H Feminist Theory, Musical Experience, and Music Education

This course addresses several topics in the application of feminist theory to the fields of musicology, musical reception, and music education.
D. Bogdan

EDT1489 H Way of Life Education

This course is concerned with how to develop a "way of life" as distinct from a value system or worldview. The components of a way of life are discussed, and related to specific life areas such as friendship, family, work, leisure, and community. Students may write a theoretical paper or develop a curriculum unit for "way of life education" at the school or adult level.
C. M. Beck

EDT1490 H Social and Political Education

This course is concerned with the role of education in improving social and political arrangements at communal, national, and global levels. Substantive social and political issues will be discussed, together with questions about curriculum development and educational methodology in various subject areas (e.g., social studies, language arts, history, literature).
C. M. Beck

EDT3417 H Research Seminar in Feminist Criticism, Aesthetics, and Pedagogy

This course provides a forum for students with some background in feminism, literature, the arts, literary theory, feminist/critical pedagogy, creativity, and/or aesthetics, who wish to pursue a research topic in depth. Students should have in mind a relevant topic when they register. Limited enrolment.
D. Bogdan

EDT3418 H The Role of Education in Theories of Women's Emancipation: II

This course is designed as a follow-up to 1418. It is intended for students who wish to pursue at an advanced level the study of feminist educational theory. Through study and class discussion of major feminist texts, the course will carry the examination of feminist critiques of educational systems and curricula into the twentieth century and the contemporary women's movement.
R. R. Pierson

EDT3423 H Education and Family Life in the Modern World: II

This course is designed as a follow-up to 1422. It is intended for students who are interested in pursuing the historical study of education and family life. This course is not a survey; rather, its primary concern will be a detailed examination of the major works in family history. Classroom discussions will be focused upon the major historiographical and methodological implications of monographic texts, each of which will be considered at length. Prerequisite: 1422 or permission of instructor.
D. Levine

EDT3428 H Minority Concerns and Education in Canadian History: Selected Topics

A research-oriented seminar on the his-

torical tensions and concerns of immigrant and ethnic groups and their importance to the development of education in Canada.
Prerequisite: 1428, 1429, or permission of instructor.
H. M. Troper

EDT3436 H Aesthetics and Education
This course will examine education as an aesthetic experience; education for aesthetic awareness; the educational value of art.
D. Bogdan

EDT3437 H Research Seminar in Religious Education
Advanced seminar based on issues raised in 1480 but dealing with a selection of these in depth. Topics are selected on the basis of the research interests of students and instructor.
Prerequisite: Permission of instructor.
C. M. Beck

EDT3441 H Research Seminar in Moral Education: Part I
EDT3443 H Research Seminar in Moral Education: Part II
Advanced seminars based on topics covered by 1441 but dealing with a selection of these in more depth. Topics are selected on the basis of the research interests of students and instructor.
Prerequisite: Permission of instructor.
D. R. Boyd

EDT3447 H Critical Theory as a Theory of Modernity and Education: I
An advanced course in the critical theory of society, with particular emphasis on the thought of the Frankfurt school, especially J. Habermas's work. The central issue will be the relation between Habermas's critical theory, as the theory of modernity, and various critiques of this position, including postmodernist ones. The significance of critical theory for educational thought will also be considered.
Prerequisite: Relevant background corresponding to content of course 1436 or permission of instructor.
D. Misgeld

EDT3452 H Individual Reading and Research in the History of Education: Doctoral Level
Description as for 1452.

EDT3453 H Individual Reading and Research in the Philosophy of Education: Doctoral Level
Description as for 1453.

EDT3461 H Special Topics in History and Philosophy of Education
A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Winter Session and Summer Session schedules.
Staff

EDT3490 H Ed.D. Seminar in the History and Philosophy of Education: I
Research seminar for Ed.D. candidates involving consideration of the problems of historical and philosophical studies in a critical context. The seminar will include presentation and criticism of students' thesis/project proposals and progress reports.
Staff

EDT3491 H Ed.D. Seminar in the History and Philosophy of Education: II
See description for course 3490.
Staff

EDT3494 H Doctoral Practicum in the History and Philosophy of Education: I
Special field-oriented experience for doctoral candidates relating to their particular areas of scholarly interest. The student's activities will be planned in consultation with faculty and will involve seminars or tutorials as well as practical implementation in field situations. While credit is not given for a

thesis investigation proper, the study may be related to a thesis topic.
Staff

EDT3495 H Doctoral Practicum in the History and Philosophy of Education: II
See description for 3494.

The following courses are accepted for credit in the Department of History and Philosophy of Education. For descriptions, see the relevant departments.

Adult Education
1116H Learning Values in Adulthood (C. M. Beck)

Applied Psychology
1234H Foundations of Cognitive Science (E. C. Olsen and D. R. Olson)

Curriculum
1303H Values and Schooling (C. M. Beck)

Higher Education
1801H The History of Higher Education in Canada: An Overview (Staff)
1820H The University in an International Context: Ethics, Human Rights, Politics (Staff)
1822H The Idea of the University and the College (Staff)

Sociology in Education
1970H Sociological Theory in Education (Staff)
1975H Gender and Historical Sociology (R. R. Pierson)

SOCIOLOGY IN EDUCATION

David W. Livingstone, Ph.D. (Johns Hopkins)
Professor, and Chairperson of the Department
(political economy and education; class analysis; education and work; ideologies and consciousness; alternative futures)

Graduate Studies Academic Secretary, to whom program inquiries for this department should be directed:
C. Paul Olson, M.A. (Princeton)
Associate Professor
(social psychology; socialization; symbolic interactionism; quantitative and qualitative methods; political sociology; theory; bilingual education; computer implementation; comparative education)

Coordinator of Ed.D. program, to whom inquiries should be directed:
Edward B. Harvey, Ph.D. (Princeton)
Professor, cross-appointed to the Department of Sociology and the Centre for Industrial Relations, University of Toronto
(studies of educational systems and the labor market; applied social research and policy analysis; employment equity)

Sandra Acker, Ph.D. (Chicago)
Professor, cross-appointed to the Higher Education Group
(gender and education; work, cultures, and careers of teachers and academics; feminism and educational policy and practice; sociology of education; higher education)

Kari Dehli, Ph.D. (Toronto)
Associate Professor
(feminist studies in sociology and education; educational policy and state formation; feminist politics; power, language, and subjectivity)

George J. S. Dei, Ph.D. (Toronto)
Associate Professor
(anti-racism education; international development; indigenous knowledge; political ecology, race, and ethnic studies; ethnography)

Margrit Eichler, Ph.D. (Duke)
Professor, cross-appointed to the Department of Sociology, University of Toronto
(feminist theory and methodology; family policy; new reproductive technologies; non-sexist comprehensive approach to social inequality; feminist eco-sociology)

Michael Fullan, Ph.D. (Toronto)
Professor, cross-appointed from the Faculty of Education, University of Toronto; Dean, Faculty of Education, University of Toronto; and Dean designate, OISE/UT
(planned educational change; theories, methodologies, and dilemmas of intervention in the educational change process)

James L. Heap, Ph.D. (British Columbia)
Professor, cross-appointed to the Department of Sociology, University of Toronto
(social organization of literacy activities; sociality and cognition; classroom discourse; ethnomethodology; qualitative methodology; organizations as learning communities)

Monica Heller, Ph.D. (California at Berkeley)
Professor
(Franco-Ontarian studies; linguistic anthropology of education; language and

social difference; sociology of language; bi/multi-lingualism and bi/multi-culturalism)

Dieter Misgeld, Dr.Phil. (Heidelberg)
Professor, cross-appointed from History and Philosophy of Education

Roxana Ng, Ph.D. (Toronto)
Associate Professor
(race and gender relations; feminist and anti-racist pedagogies; community–state relations; sociology of the body)

Ruth Roach Pierson, Ph.D. (Yale)
Professor, jointly appointed to History and Philosophy of Education

Ronald Silvers, Ph.D. (Princeton)
Professor
(postmodern thought; cultural studies in art and media; phenomenology and hermeneutics in the human sciences and education)

Dorothy E. Smith, Ph.D. (California at Berkeley)
Professor, cross-appointed to the Department of Sociology, University of Toronto
(feminist studies in sociology; the social organization of knowledge; Marxist sociology)

CROSS-APPOINTED FROM THE OFFICE OF FIELD SERVICES AND RESEARCH:

George E. Burns, Ed.D. (Toronto)
Associate Professor, OISE Midnorthern/Northeastern Centre
(policy research; phenomenology of educational change; organization–community relations and development; collaboration; education equity; child abuse prevention; bilingual education; native education; school board trusteeship)

ASSOCIATED INSTRUCTOR:

Wallace Seccombe, Ph.D. (Toronto)

PROGRAMS

This department offers programs leading to the M.Ed., M.A., Ed.D., or Ph.D. degree with specialization in Sociology in Education. A minimum period of full-time on-campus study (residence) is a requirement in Ed.D. and Ph.D. programs. M.Ed. and M.A. programs may be pursued either part-time or full-time.

In the Department of Sociology in Education the M.Ed. degree may be pursued under either Option II (eight half-courses and a major research paper—MRP) or Option III (six half-courses and a thesis). (See the "General Requirements for Admission and Degrees" section.) Admission to Option III is based on a four-year undergraduate degree in sociology or equivalent. Applicants who prefer Option III should contact the chairperson of the M.Ed./Ed.D. admissions committee.

The department strongly encourages prospective Ed.D. applicants, including M.Ed. students who anticipate proceeding to Ed.D. studies, to develop methodological and theoretical competence during their master's programs. For information on the Ed.D. program, please contact Edward Harvey.

All incoming students without adequate preparation in sociology in education are strongly encouraged to take course 1900 or 1901 and a sociological theory course early in their program.

From time to time the Department of Sociology in Education offers courses off-campus to serve M.Ed. and Ed.D. students in localities outside Toronto. Off-campus students typically complete their program by enrolling in courses on-campus during the summer and/or by enrolling as full-time students during a regular academic year.

Le Département de sociologie de l'éducation participe à un programme de cours à distance intitulé «Études franco-ontariennes en éducation» offert par le Département de curriculum, dont la langue d'enseignement est le français. Ce programme multidisciplinaire mène au diplôme de M.Ed. La clientèle étudiante de Toronto peuvent aussi suivre ces cours. Vour trouverez ci-dessus la description en français des cours de sociologie qui font partie de ce programme. Pour de plus amples renseignements, prière de consulter la rubrique «Études en français» (voir «Interdisciplinary Focuses»).

Students in all programs should consult, by telephone or in person, their assigned advisor prior to selecting courses for their program. (Note that the advisor is not necessarily the thesis or MRP supervisor; the supervisor is usually sought during a student's program.) Please consult the Office of Graduate Studies if you have questions about the number of courses in your program that must be in Sociology in Education. The development of an individual program is the responsibility of each student. Course outlines are available for consultation in the department. To help students articulate and focus their intellectual concerns, the department offers:
—coursework in sociology in education as listed on the following pages;
—student-designed independent study and research projects for course credit;
—a designated faculty advisor for each student;
—supervision for the thesis or MRP (guidelines for the MRP are available from the department);
—professional development sessions;
—the Sociology Student Handbook;
—student participation in the planning and implementation of the program;
—access to related courses in other graduate departments of the University of Toronto as well as within OISE.

Ph.D. candidates are required to take a comprehensive examination. Please consult the Sociology Student Handbook under "Academic Requirements."

RESEARCH FOCUSES

Faculty and student research and interests represent a variety of approaches to sociology in education. The current composition of the department provides particular opportunities for students who may wish to focus their activities in the six areas listed below. Students are not required to stay within a single focus when selecting courses.

Focus on Policy and Practice in Education

Relevant courses: 1900, 1903, 1907, 1909, 1910, 1914, 1926, 1929, 1939, 1948, 1960, 1973, 3911, 3995. A variety of approaches concerned with the interface between policy, practice, and research (e.g., policy analysis, program evaluation, planned change, organizational and community development, implications for practitioners). Faculty include: Sandra Acker, George Burns, Kari Dehli, Margrit Eichler, Michael Fullan, Edward Harvey, James Heap, Roxana Ng, Paul Olson, and Dorothy Smith.

Focus on Political Economy of Education

Relevant courses: 1950 (the core course for this focus), 1903, 1904, 1928, 1948, 1953, 1979, 3935, 3940, 3953, 3995. Theory and methodology of historical materialism; the impact of social class, race, and gender on schooling, and schooling as a reproducer of class, race, and gender; the impact of economic development and underdevelopment on education; the state and education; social crisis and educational reform; labor markets, the labor process, and skills training; women's labor and economic development; historical and contemporary

Canadian issues. Faculty include: Kari Dehli, George Dei, David Livingstone, Roxana Ng, Paul Olson, and Dorothy Smith.

Focus on Education and the Social and Political Organization of Knowledge and Cognition

Relevant courses: 1928, 1932, 1939, 1987, 3927, 3928, 3933, 3934. Inquiry into the contemporary organization of knowing and knowledge from phenomenological, hermeneutical, Marxist, interpretive, postmodern, and ethnomethodological perspectives. Faculty include: James Heap, Dieter Misgeld, Roxana Ng, Ronald Silvers, and Dorothy Smith.

Focus on Feminist Studies and Gender Relations in Education

Relevant courses: 1972 (the core course for this focus), 1907, 1917, 1954, 1971, 1973, 1975, 1981, 1984, 3904, 3972, and 3975. Gender studies in the family, school, and workforce; feminist theory and epistemology; feminist practice; gender, class, race, language, and cultural reproduction; social history of women and women's education; feminism and feminist historiography. Note that other courses offered by feminist faculty, but not listed in this focus, may be taught from a feminist perspective. Faculty include: Sandra Acker, Kari Dehli, Margrit Eichler, Edward Harvey, Monica Heller, Roxana Ng, Ruth Pierson, and Dorothy Smith.

Focus on Critical Pedagogy and Cultural Studies

Relevant courses: 1996 (the core course for this focus), 1903, 1909, 1929, 1942, 1953, 3903, 3911, 3995. The role of education in reproducing cultures, symbolic dominance, and social inequalities, and the potential of alternative teaching materials and strategies for overcoming oppressive conditions. Related courses are offered in the departments of Curriculum and History and Philosophy of Education. (See "Interdisciplinary Focuses" for a fuller description.) Faculty include: George Burns, Kari Dehli, George Dei, Monica Heller, David Livingstone, Roxana Ng, and Paul Olson.

Focus on Comparative, International, and Development Education

This focus is fully described in the "Interdisciplinary Focuses" section. Relevant courses: 1139 (core course offered in Adult Education can be counted for Sociology in Education credit), 1948, 1979, 3930, 3935, 3940. Faculty include: George Dei, David Livingstone, Paul Olson, and Joseph Farrell (Curriculum).

GENERAL INFORMATION

This department welcomes applicants with diverse but relevant backgrounds that may or may not include professional preparation for education and professional experience. M.Ed. and Ed.D. applicants must have the equivalent of twelve months' professional experience. Ph.D. candidates who are admitted without sufficient previous study in sociology will normally be required to take a longer program of study, as will M.A. candidates without a four-year bachelor's degree.

In addition to the general requirements for admissibility as outlined in the "General Requirements for Admission and Degrees" section, applicants are required to submit the following:
(a) a careful statement of their interests (beyond career plans), including a detailed reference to intellectual interests and concerns relevant to sociology in education and reasons for wanting to undertake a program here in sociology in education;
(b) two letters of reference, both of

which should be from university instructors with whom the applicant has studied or worked;
(c) at least one sample of written work in the social sciences (e.g., course essay or thesis chapter).
Incomplete applications may be subject to processing delays or rejection.

Information about departmental and Institute organization, facilities, and resources can be found in the Sociology Student Handbook. The Handbook is distributed by the department at its fall and spring orientations and is available from the departmental Graduate Studies Secretary.

Information about off-campus and on-campus courses to be offered in the 1996 Summer Session and the 1996/97 Winter Session will be available from the Office of Graduate Studies in March. The schedule of courses will also contain information on courses 1984 and 3984, to be offered in 1996/97.

COURSES

A course is identified as Sociology in Education when the first two digits in the course number are 19 or 39. A course numbered 39 generally assumes a background in sociology in education.

Courses listed in French are generally taught in distance mode. Please check with the instructor. See also "Études en français" in "Interdisciplinary Focuses."

EDT1900 H Introduction to Sociology in Education

An examination of the possibilities, promises, and problems with which sociological perspectives can enliven and enrich the understanding of the educational process. This course provides an introduction to and integration of theoretical and practical aspects of sociology in education.
Staff

EDT1900 H Introduction à la sociologie de l'éducation

Ce cours a pour but d'examiner les possibilités, les promesses et les problèmes avec lesquels les perspectives sociologiques peuvent animer et enrichir la compréhension du processus éducatif. Il fournit une introduction aux aspects théoriques et pratiques de la sociologie de l'éducation, et leur intégration.
M. Heller

EDT1901 H Basic Concepts in Sociology in Education

An introduction to basic, widely known concepts in sociology in education. Concepts covered will include many of the following: social order, social structure, status/role, culture, normative order, norms/rules, social action, social facts, sex/gender, race/racism, class, rationality, ideology, power, and authority.
J. Heap

EDT1903 H Sociology of Minority Groups, Multiculturalism, and Policy-Making in Education

This course critically assesses multicultural education in light of the development of race relations in Canadian society, and explores the movement toward formulations of anti-racist education.
R. Ng

EDT1903 H L'éducation multilingue et multiculturelle : l'analyse sociologique

Ce cours est traité comme un séminaire : l'emphase est mise sur le développement des structures analytiques à l'intérieur desquelles on peut réexaminer la relation existant entre l'éducation et le pluralisme culturel de la société canadienne contemporaine. L'on accordera une attention particulière au concept de multiculturalisme et aux programmes de développement qui s'y rapportent, ainsi qu'aux questions relatives à l'institution des politiques.

Parmi les sujets qui seront discutés, on compte les suivants : l'éducation des groupes anglophone et francophone minoritaires, particulièrement en ce qui concerne la langue, les programmes scolaires et les enseignants.
M. Heller (ne sera pas offert en 1996/97)

EDT1904 H Social Stratification and Education

Study of the construction of class and gender systems of stratification in workplace, household, and community spheres, and the influence of such forms of stratification on educational processes, as well as the roles of schools and teachers in reproducing and changing these social forms. The extent of economic and educational opportunity and mobility in Canada and other industrial societies will be assessed.
D. W. Livingstone (not offered in 1996/97)

EDT1907 H Changes in Families and Policy Consequences for Government and Education

An examination of recent and anticipated changes in Canadian families and the study of current government policies concerning families. An investigation of the present situation, government policy, and educational policy.
M. Eichler

EDT1908 H Society and Self in the Classroom

The course will draw upon the social psychological literature, particularly symbolic interactionism and phenomenology, to show how the understanding of the role of emergent self is critical to an understanding of classroom interaction. Empirical work will practically demonstrate how these theoretical positions when conjoined with traditional and structural models produce a better understanding of classroom dynamics. The second half of the course will require empirical analysis by the student of a situation in an Ontario school with the aim of making concrete policy recommendations.
Staff

EDT1909 H Practical Problems in Educational Innovation

A sociological approach to the practical problems faced by different types of school personnel (administrators, teachers, students, parents) in planning, implementing, accepting, or rejecting school innovations. The course includes a detailed look at contemporary educational program changes such as curriculum guidelines, and an examination of strategies for planning and implementing educational change.
M. Fullan (Winter Session); G. E. Burns (Summer Session)

EDT1910 H Sociology and the Working Teacher

This course will draw upon sociological perspectives and techniques to study the work situation of teachers. Teachers will be considered as individuals, in their classroom roles, as colleagues in workplace cultures, and as members of an occupation. These topics will be set in the context of the social role of education and of contemporary social and educational issues and debates.
S. Acker

EDT1914 H Policy Research and Educational Systems

The course will examine social and educational policy in Canada and the role that sociological research plays in its formulation and evaluation. The force driving policy change will be examined. Policy-oriented sociological research strategies will be evaluated in detail.
E. B. Harvey

EDT1917 H Education, Gender Relations, and Masculinity

This course deals with the historical construction and contemporary forms of regulating masculinity as the dominant, dominating feature of approved, privileged social identity within the cen-

trally defining contexts of familial, educational, and occupational relations. The course format will be exploratory and workshop-oriented.
Staff (not offered in 1996/97)

EDT1926 H Student Deviance, Resistance, and Educational Transformation

Theories of social deviance and a systematic examination of student deviance in relation to the school system, especially educational failure. Practical issues of typification, classroom order, streaming, and special education will be addressed.
G. E. Burns

EDT1928 H The Social Organization of Knowledge

This course is directed to a study of the procedures for, and accounts of, the way in which knowledge is organized in society. Its empirical focus is the objectified knowledge embodied in documentary form—news, data, records, etc.—through which we know the world at "second hand." The problematic is the relation between these objectified forms of knowledge and our direct experience. The intention is critical in explicating these as ideological processes integral to the power relations of contemporary society.
D. E. Smith

EDT1929 H The School and the Community

This course investigates changing relations within and between schools and communities (however defined). We will review sociological and historical studies of community and discuss the ways in which different notions of "community" and forms of diversity have been employed by parents, teachers, administrators, trustees, and others in struggles over the form, content, and outcomes of schooling. Students are encouraged to draw on their own experiences as parents, teachers, students, trustees, and/or community activists. The course offered in the Summer Session will place a particular emphasis on First Nations.
K. Dehli (Winter Session); G. E. Burns (Summer Session)

EDT1929 H L'école et la communauté

L'objectif de ce cours est d'explorer la problématique entre l'école et ce que son personnel considère comme «la communauté», en examinant les différentes influences (ex. structure familiale changeante, mouvement des femmes, immigration, standards sexuels et moraux changeants) qui affectent le système scolaire, et comment ces influences ont transformé la nature de l'école.
Membre de la faculté à déterminer (ne sera pas offert en 1996/97)

EDT1932 H Ethnomethodology in Education

The history, theory, and methodology of varieties of ethnomethodology will be covered, with a focus on studies of practical reasoning and activity organization in educational settings.
J. L. Heap (not offered in 1996/97)

EDT1939 H Exploring Human Understanding and Education through Visual Media

This course brings together the theoretical question of how photographs acquire interpretive meaning and a practical concern with how photography may be used as a medium for research in the human sciences. Both theory and practice will focus on: the photographic essay as a form for composing and transmitting research knowledge; the relationship of researchers/photographers to the subjects they study and to the viewers of their photographic essays; and the viewers' opportunities for changes in cultural and self-knowledge. Basic knowledge of camera handling is prerequisite for the course.
R. Silvers

EDT1942 H Langue, culture et éducation

Le lien entre l'usage linguistique, les rapports sociaux, la culture et l'éducation, à l'intérieur comme à l'extérieur des écoles, sera examiné selon l'approche anthropologique de l'ethnographie de la communication. La première partie du cours sera consacrée à l'étude des caractéristiques et des origines des différences culturelles dans la façon de s'exprimer à l'oral et à l'écrit, et de même que le comportement adopté dans l'interaction sociale. La deuxième partie sera consacrée à l'étude des conséquences de ces différences culturelles en ce qui a trait au rendement académique et au développement linguistique des élèves en situation multilingue/multiculturelle. Finalement, nous examinerons l'utilité de l'approche ethnographique comme méthodologie de recherche et comme outil ou méthode pédagogique. Le cadre théorique et méthodologique établi dans ce cours servira à l'examen des problèmes de l'éducation franco-ontarienne.
M. Heller (ne sera pas offert en 1996/97)

EDT1942 H Language, Culture, and Education

The anthropological perspective of the ethnography of communication will be adopted to study the relationship between language use, social relations, culture, and learning in and out of schools. The first section of the course will concern the nature and origin of cultural differences in language use patterns and social interactional styles. The second section will concern the consequences of those differences for school performance, and the usefulness of the ethnography of communication as both a research and a pedagogical tool in the development of curricula that account for such differences.
M. Heller

EDT1947 Y The Principles of Anti-Racism Education

The first half of the course provides a theoretical analysis of anti-racism and anti-discrimination education and issues for students, educators, and staff interested in the pursuit of anti-racism and anti-discrimination education in the schools. The second half focuses on practical anti-racism strategies aimed at institutional change in schools, classrooms, and other organizational settings. The intention is to ground theoretical principles of anti-racism education in the actual school practices of promoting educational inclusion, social change and transformation.
G. J. S. Dei

EDT1948 H Sociology of Race and Ethnicity

This seminar reviews selected sociological theories and perspectives on race and ethnicity. The emphasis is on emerging debates and investigations on the interrelation of race, gender, and class in the construction of social and historical realities. It explores the implications of these advances for curriculum and pedagogical practices.
Prerequisite: 1903, or permission of instructor.
G. J. S. Dei

EDT1950 H Rethinking Marxism and Education

The core course of the political economy of education focus, which introduces the range of perspectives, methods, and concepts in Marxist thought. Both the historical development of Marxism and diverse current applications will be illustrated. Topics will include: assessments of Marx's method of inquiry, dynamics of capitalist production, class relations and class consciousness, contemporary Marxist approaches to education, and current challenges to Marxism. Throughout, emphasis will be on the applicability of Marxist modes of analysis to the study of educational theory and practice.
Staff (coordinated by D. W. Livingstone)

EDT1952 H Individual Reading and Research in Sociology in Education: Master's Level

Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student that are not included in available courses. This study may take the form of a reading course combined with fieldwork in community groups and organizations, or independent study of any type. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

EDT1953 H Ideologies, Public Opinion, and Policy-Making in Education

The course begins with a general analysis of ideologies and their relations to social practice, and an examination of ideologies and ideological domination in contemporary Canada. Research methods of understanding social concerns—including surveys and discussion groups—are then assessed, followed by a critical comparative review of recent research on the social and educational concerns of Canadians and other peoples. Then major educational policy issues of common student interest will be studied collectively in terms of the relations between public attitudes and policy-makers' decisions.
D. W. Livingstone

EDT1954 H Eco-Sociology

This course aims to combine a feminist, ecological, and sociological perspective on selected global problems. It includes an examination of ecofeminist writings.
M. Eichler

EDT1960 H Introductory Sociological Research Methods in Education

An introduction to basic research methods appropriate for teachers and other students of sociology in education. General consideration will be given to technical problems with emphasis on the underlying research process and its practical implications for schools.
Staff

EDT1962 H Sociological Survey Research Methods in Education

A review of survey research techniques and design. Statistics and data analysis are covered. The course will emphasize analysis of quantitative data.
Staff (not offered in 1996/97)

EDT1970 H Sociological Theory in Education

A review of sociological theory with particular reference to historical sociological theory and its implications for studies in the sociology of education.
Staff

EDT1971 H Reproductive Technologies and Education

This course will briefly explore the social history of biological/human reproduction and focus on the recent developments in the new reproductive technologies. Particular attention will be paid to the social aspects of the new technologies and arrangements (such as the commercialization and industrialization of human reproduction, and judicial interventions in pregnancies and deliveries) and to the consequences of these developments for education, women, men, children, and society at large.
M. Eichler (not offered in 1996/97)

EDT1972 H Education and the Sociology of Women and Gender Relations

The core course of the feminist focus introduces a range of thinking and methods in feminist thought relevant to sociology. It will focus on the development of feminist theory and practice that are central to feminism as it is taught in this department.
R. R. Pierson

EDT1972 H L'éducation et la sociologie de la femme et des rapports entre les sexes

Ce cours traite des rapports sociaux

actuels entre les femmes et les hommes, au foyer, au travail et au sein des institutions éducationnelles, selon les thèmes suivants : la socialisation aux rôles déterminées par le sexe, les inégalités d'emploie, les études comparatives portant sur la socialisation de l'enfant et l'impact du féminisme sur la théorie et la pratique éducationnelles et sociologiques. Ces thèmes pourront toutefois varier selon le professeur.
Membre de la faculté à déterminer (ne sera pas offert en 1996/97)

EDT1973 H Women and the Educational System

This course examines the impact of the changing situation of women in society on educational processes and curriculum. Among topics covered are gender, biography, and educational experience; patterns of educational access and achievement; gender as an organizing principle in school and classroom practices and peer relations; teachers' careers; women's studies; feminist agendas and strategies for change.
S. Acker

EDT1975 H Gender and Historical Sociology

This course will introduce students to a variety of approaches to sociological historical investigation and to debates surrounding the impact of postmodern concepts, the shift from women's history to gender history, and the extent to which gender has or has not been studied as mutually constitutive of the categories of class, race, sex, and sexuality.
R. R. Pierson (not offered in 1996/97)

EDT1976 H Non-sexist Approaches to Stratification

This course starts with a critique of major theories of stratification in terms of their inability to adequately deal with women. Other problems are identified and examined as well. Older as well as the most recent feminist critiques of stratification theories are considered, and the proposed solutions are critically examined. Finally, the course will identify elements necessary for developing a non-sexist theory of stratification.
Staff (not offered in 1996/97)

EDT1979 H Modernization, Development, and Education in African Contexts

An exploration of the issue of modernization and development in African contexts and the impact on education and educational reforms. It examines various theoretical conceptions of the socioeconomic development process and the role of formal and popular educational programs within that process. There is a special emphasis on the impact of the World Bank's economic adjustment policies and program on Africa's educational reforms. Among the specific topics covered are social aspects of political and economic development, social stratification and cultural pluralism, problems of national identity, political ideology, and the growth of nationalism, as well as ecological questions of peace, cooperation, and social justice.
G. J. S. Dei

EDT1981 H Inequality, Employment Equity, and Educational Systems

Demographic and social changes have dramatically altered Canada's workforce and school populations. By the end of the century, over 85 per cent of new workers will be women, members of racial minorities, including those of aboriginal origin, and persons with disabilities. This course will analyse issues of equality of opportunity in employment and education. It will examine practical strategies for achieving needed changes and effectively valuing and managing the increasing diversity of our work and training institutions.
E. B. Harvey

EDT1984 H Special Topics in Sociological Research in Education

Courses that will examine in depth topics of particular relevance not already covered in regular course offerings in the department. The topics will be announced and described in the schedule of courses.

Staff

EDT1987 H Health, Illness, and Knowledge of the Body: Education and Self-Learning Processes

This course explores and contrasts how different medical systems conceptualize health, illness, and the body, especially biomedicine and traditional Chinese medicine. In addition to readings, physical and meditative exercises and keeping a health journal are part of the requirement.

R. Ng

EDT1990 H Qualitative Approaches to Sociological Research in Education

This course will provide practical training in qualitative sociological research in education. Stages of qualitative research (such as identifying a topic, organizing projects and writing proposals, gaining access, collecting data by in-depth interviews and participant observation, using documents, analysing data, and writing reports) will be covered. Students will do a small project using techniques of interviewing and participant observation. Issues such as ethics, working with school boards and other agencies, and feminist research will also be raised. The course is most suitable for students who have some background in sociology but who have not previously conducted ethnographic or other forms of qualitative research.

J. L. Heap

EDT1996 H Social Relations of Cultural Production in Education

This course will analyse how cultural meanings are produced, interpreted, legitimated, and accepted and/or rejected in educational settings, including but not limited to schools. Critical perspectives from feminism, Marxism, and poststructuralism will be explored to consider how culture has been investigated and taken up in/through sociology, cultural studies, and studies of education and schooling.

K. Dehli (not offered in 1996/97)

EDT3903 H Language and Social Difference in Education: Comparative Perspectives

The purpose of this course is to examine the ways in which education is bound up with ideologies of language and social difference in specific political contexts. While the focus is on race and ethnic relations, the course also examines how these intersect with questions of gender and class.

M. Heller

EDT3904 H Sexism, Racism, Colonialism: Pedagogical Implications

This advanced seminar explores the linkages between sexism and racism by examining the interrelations of gender, race, and class in the development of nation states in contemporary societies.

R. Ng

EDT3911 H Planned Educational Change: Intervention Theories and Methodologies

This course examines the problems and factors related to the implementation of educational and social programs. Implementation is also studied in terms of its relationship to planning, including strategies and techniques for bringing about educational change. Each member of the class is expected to become involved in some particular practical problem of educational change of his or her choosing as an experience to increase awareness and apply skills in dealing with real change situations.

Staff

EDT3927 H Issues in Education, Deviance, and Legitimacy

A seminar designed to explore and integrate contemporary theoretical issues (in reference to schooling and delinquency) derived from current debates in criminology: state theory comparing educational and justice systems; neo-Marxist sociology of law; feminist critiques of traditional criminology and delinquency research; etc. The impact of the structuring of discourse, ideology, and subjectivity upon legitimacy through cultural (media), schooling, and legal systems will be examined.
Staff (not offered in 1996/97)

EDT3928 H Studies in the Social Organization of Knowledge

This course addresses basic issues in the problem of social order from a social organization of knowledge standpoint, with particular attention to the methodological and theoretical resources of ethnomethodology, phenomenology, hermeneutics, and ordinary language philosophy. Topics will change from year to year, but may include differences between the natural and the human sciences; the nature of rules; the conceptions of context; conceptions of culture; civility and morality in interaction; analytic-hermeneutic vs. cognitive models of the actor; etc.
J. L. Heap

EDT3930 H Innovations in Education: A Comparative Analysis

This course uses data from a variety of societies—both "developed" and "developing"—to identify factors that may influence the success of large-scale educational change efforts. A wide variety of types of reforms, in very different sociopolitical settings, are considered. The objective is to develop an extensive taxonomy of social, economic, cultural, political, and administrative factors that may have to be considered in planning, or predicting the outcome of, any particular large-scale educational change effort. The nations considered vary somewhat from year to year, but typically include France, Germany, England, the Soviet Union, Peru, Chile, Cuba, China, and Japan.
J. P. Farrell (not offered in 1996/97)

EDT3933 H Postmodern Presentations of Culture

This course examines postmodern presentations of culture in current social life, primarily through an examination of a series of feature-length films. The mode of inquiry in the course focuses upon the viewer's response to the structure of a film. The study of the postmodern will be conducted through poststructural thinking in the human sciences and through phenomenology and hermeneutics. Seminar meetings will be devoted to discovering postmodern interpretive processes within culture and consciousness. Features of the postmodern to be examined include: the loss of the unified self, the significance of history and memory, decentred social life, and the awareness of the presence of nihilism within social life and human existence.
R. Silvers (not offered in 1996/97)

EDT3934 H Analysing Classroom Discourse

This course will consider models of discourse processing as they can be made to apply to classroom interaction. The aim of the course is to recover how (what counts as) knowledge in the classroom is socially organized through, and in, discourse. Particular attention will be paid to conversation analysis.
J. L. Heap (not offered in 1996/97)

EDT3935 H Revolutionary Movements and Education

A critical analysis of current and historical revolutionary movements with particular attention to their educational programs. The social composition, dominant interpretations of social conditions, objectives, strategies, and

actual accomplishments of such movements will be compared. Particular attention will be given to the educational features of social movements in the current "transitional" societies (e.g., Poland, Cuba, China, Guinea-Bissau, Nicaragua) and those in advanced capitalist societies such as Canada, the U.S.A., France, and Italy.
Staff (not offered in 1996/97)

EDT3940 H Comparative Societies: Economic Change, the State, and Forms of Learning

Comparative study of the interrelations of modes of production/reproduction, governing, and learning. Critical review of modernization, dependency, and world systems theories of societal development. Case studies will focus on relations between economic conditions, types of state regimes, and forms of formal, non-formal, and informal learning in core and peripheral capitalist societies, as well as in transitional socialist states.
D. W. Livingstone (not offered in 1996/97)

EDT3952 H Individual Reading and Research in Sociology in Education: Doctoral Level

Description as for 1952.

EDT3953 H Canadian Political Economy and Education

This course will deal with factors of capitalist development of the Canadian economy, uneven regional development, the nature of the Canadian state, Canada's place in the modern world economy, and Canadian class formations, in terms of their shaping of our educational systems. The educational implications of such topics as the economic roles of Canadian women, the cultural impact of the U.S.A., and Quebec nationalism may also be considered. Students will be expected to conduct a case study dealing with the limits of educational reform in Canada.
D. W. Livingstone (not offered in 1996/97)

EDT3960 H Advanced Issues in Sociological Research Methods in Education

This course focuses on the uses and techniques of sociological methods in actual research projects and problems. The course will blend both quantitative and qualitative methods and discuss their relevance to theory, interpretation, and philosophy of science. It will be especially appropriate for students undertaking doctoral work. Students will be expected to discuss in class their own research problems. The class will consider the strengths and pitfalls of alternative research approaches and the data they generate.
D. E. Smith (not offered in 1996/97)

EDT3970 H Advanced Sociological Theory in Education

The course reviews a series of selected frameworks examining the issue of how theory may be applied. The work will try to draw upon and expand the student's use of working theory to the development of future work, especially as it might relate to thesis work.
D. E. Smith

EDT3972 H Advanced Research Seminar on Feminist Theory, Methodology, and Education

This course begins with an examination of feminist critique of the disciplines, and an exploration of whether there is a feminist method. It then examines concrete samples of work using a feminist approach, and the research problems associated with such an approach. Students conducting feminist research (however defined) are encouraged to use this course to work through some of their research problems.
Prerequisite: 1972, 1973, or permission of instructor.
M. Eichler

EDT3975 H Feminism and Poststructuralism in Education

In this advanced theory course we will

debate some of the key questions raised by feminist poststructuralist writers. These include the nature of power and the subject; the workings of discourse; and the status and effects of knowledge. Detailed consideration will be given to feminist poststructuralist accounts of educational practice and feminist pedagogy.
Prerequisite: 1972, or permission of instructor.
K. Dehli

EDT3980 H Research Seminar: Practical Problems in Advanced Sociological Research in Education

For students and faculty actively engaged in research to explore theoretical and methodological issues involved in formulating, conducting, and utilizing the findings of dissertation and similar research. Case materials will be presented by faculty and students for critical assessment from different research orientations, and attention will be given to the practical problems encountered in the course of doctoral-level research and dissemination of results. The course will be offered in sections articulated to expressed student interest.
D. E. Smith (not offered in 1996/97)

EDT3984 H Special Topics in Advanced Sociological Research in Education

Description as for 1984, but at the doctoral level.
Staff

EDT3995 H Applied Sociology of State Formation and Educational Policy

In the first part of this course, we will survey two approaches to analyses of modern state power: historical sociology and studies of governmentality. In the second part of the course, we will draw on these approaches to study specific educational policies and policy-making practices.
K. Dehli

Note: The following courses might also be of special interest to students in Sociology in Education:

Adult Education
1136H Political Economy of Adult Education
1139H Introduction to Comparative, International, and Development Education (acceptable for credit in Sociology in Education)
1148H An Introduction to Workplace and Organizational Democracy

Higher Education
3806H Case Studies in Comparative Higher Education

History and Philosophy of Education
1418H The Role of Education in Theories of Women's Emancipation: I
1436H Modernity and Postmodernity in Social Thought and Education
3418H The Role of Education in Theories of Women's Emancipation: II
3447H Critical Theory as a Theory of Modernity and Education: I

ACADEMIC STAFF

(as of July 1, 1996)

Abbey, David S.,† Applied Psychology
Abbey-Livingstone, Diane,* Adult Education
Acker, Sandra, Sociology in Education
Aitken, Johan L., Curriculum
Alexander, William E., Adult Education
Allen, J. Patrick B., Curriculum
Alvi, Sabir A., Applied Psychology
Anderson, Steve,* Curriculum
Astington, Janet W., Applied Psychology
Axelrod, Paul,* Higher Education
Bascia, N., Educational Administration
Beattie, Mary,* Curriculum
Beatty, David J. F.,* Adult Education
Beck, Clive M., History and Philosophy of Education
Begley, Paul T., Educational Administration
Bereiter, Carl, Applied Psychology
Biemiller, Andrew J., Applied Psychology
Bogdan, Deanne, History and Philosophy of Education
Booth, David, Curriculum
Boyd, Dwight R., History and Philosophy of Education
Brehaut, Willard,† Higher Education
Brison, David W.,† Applied Psychology
Brown, Alan F.,† Educational Administration
Brundage, Donald H.,† Adult Education
Burnaby, Barbara J., Curriculum
Burns, George E., Sociology in Education
Burrill, Donald F.,† Curriculum
Burstow, Bonnie,* Adult Education
Byrne, P. Niall,* Higher Education
Cameron, Linda,* Curriculum
Campbell, C. E., Educational Administration
Carlow, Chester D.,† Curriculum
Case, Robbie, Applied Psychology
Cassie, J. R. Bruce, Applied Psychology
Christensen, Clifford M.,† Applied Psychology
Churchill, Stacy, Curriculum
Cohen, Rina S., Curriculum
Cohen, Robert,* Higher Education
Cole, Ardra, Adult Education
Cole, Ester,* Applied Psychology
Connelly, F. Michael, Curriculum
Corson, David J., Educational Administration
Corter, Carl, Applied Psychology
Courtney, Richard,† Curriculum
Cumming, Alister, Curriculum
Cummins, James P., Curriculum
Danesi, Marcel, Curriculum
Darroch-Lozowski, Vivian, Applied Psychology
Davidson, Iain,† Applied Psychology
Davie, Lynn E., Curriculum
Davis, John E., Educational Administration
Dehli, Kari, Sociology in Education
Dei, George J. S., Sociology in Education
Diamond, C. T. Patrick, Curriculum
Draper, James A.,† Adult Education
Ducharme, Joseph,* Applied Psychology
Eagle, Morris N.,† Applied Psychology
Earl, L.M., Educational Administration
Eichler, Margrit, Sociology in Education
Eisenberg, John A., History and Philosophy of Education
Ellis, M. Dormer,† Adult Education
Evans, Peter J.,† Curriculum

Farrell, Joseph P., Curriculum
Feuerverger, Grace, Curriculum
Fisher-Brillinger, Margaret,* Adult Education
Frenette, Normand J., Curriculum
Fullan, Michael, Sociology in Education
Gamlin, Peter, Adult Education
Garber, Malcolm,† Applied Psychology
Geis, George L., Higher Education
Gérin-Lajoie, Diane, Curriculum
Geva, Esther, Applied Psychology
Griffin, Virginia R.,† Adult Education
Guttman, Mary Alice, Applied Psychology
Haché, Denis, Curriculum
Hall, Budd L., Adult Education
Hanna, Gila, Curriculum
Hannay, Lynne, Curriculum
Hardacre, Jennifer, Applied Psychology
Hargreaves, Andrew, Educational Administration
Harley, Birgit, Curriculum
Harvey, Edward B., Sociology in Education
Hatton, Michael J.,* Higher Education
Hayhoe, Ruth E. S., Higher Education
Heap, James L., Sociology in Education
Heller, Monica, Sociology in Education
Henderson, Kent,† Applied Psychology
Hickcox, Edward S.,† Educational Administration
Hidi, Suzanne E., Curriculum
Hildyard, Angela, Higher Education
Hodson, Derek, Curriculum
Holland, John W.,† Higher Education
Holmes, Mark,† Educational Administration
House, John H.,† Educational Administration
Humphreys, Edward H.,† Educational Administration
Humphries, Thomas W.,* Applied Psychology
Hunt, David,† Applied Psychology
Ironside, Diana J.,† Adult Education
Jenkins, Jenny, Applied Psychology
Jones, Glen A., Higher Education
Jordan, Anne,Curriculum
Josefowitz, Nina,* Applied Psychology
Keating, Daniel, Applied Psychology
Kershner, John R.,† Applied Psychology
Kilbourn, Brent S., Curriculum
Kruger, Arthur M.,† Educational Administration
Labrie, Normand, Curriculum
Laiken, Marilyn, Adult Education
Lam, Tony C. M., Curriculum
Lang, Daniel W.,* Higher Education
Lapkin, Sharon, Curriculum
Lawton, Stephen B., Educational Administration
Lee, Patrick,* Applied Psychology
Leithwood, Kenneth A., Educational Administration
Lenskyj, Helen, Adult Education
Levin, Malcolm A., History and Philosophy of Education
Levine, David, History and Philosophy of Education
Lewis, Marc, Applied Psychology
Lightfoot, Lynn,* Applied Psychology
Lindsay, Peter, Applied Psychology
Livingstone, David W., Sociology in Education
MacIntyre, Robert B.,† Applied Psychology
Magnusson, Jamie-Lynn, Higher Education
Mantini-Atkinson, Toni,* Applied Psychology
Marcovitch, Sharon,* Applied Psychology
Mathews, Frederick,* Applied Psychology
Matthews, Donna,* Applied Psychology
Mayer, Hanna,* Adult Education
McDiarmid, Garnet L.,† Curriculum
McLean, Leslie D., Curriculum
McLean, Robert S., Curriculum
McLean, Ruth W.,* Adult Education
Meade, Edward,* Applied Psychology
Miezitis, Solveiga, Applied Psychology

Miles, Angela R., Adult Education
Miller, Jack, Curriculum
Misgeld, Dieter, History and Philosophy of Education
Morgan, Robert J., Curriculum
Morris, Mary,* Applied Psychology
Musella, Donald F., Educational Administration
Musselman, Carol R., Applied Psychology
Muzzin, Linda,* Higher Education
Nagy, G. Philip, Curriculum
Ng, Roxana, Sociology in Education
Nishisato, Shizuhiko, Curriculum
Norman, Geoffrey,* Higher Education
Oatley, Keith, Applied Psychology
Olivier, William P., Curriculum
Olsen, E. Christopher, History and Philosophy of Education
Olson, C. Paul, Sociology in Education
Olson, David R., Applied Psychology
Padro, Susan, Educational Administration
Pass, Larry E.,† Applied Psychology
Peterson-Badali, Michele, Applied Psychology
Philipp, Rudolph L.,* Applied Psychology
Pierson, Ruth Roach, History and Philosophy of Education
Piran, Niva, Applied Psychology
Pitman, Walter G.,† Adult Education
Prentice, Alison, History and Philosophy of Education
Quarter, Jack, Adult Education
Quazi, Saeed, Higher Education
Ragsdale, Ronald G.,† Curriculum
Rainsberry, Frederick B.,† Curriculum
Razack, Sherene H., Adult Education
Regan, Ellen M.,† Applied Psychology
Rideout, E. Brock,† Educational Administration
Robinson, Floyd G.,† Curriculum
Rockhill, Kathleen, Adult Education
Ross, John A., Curriculum
Rothman, Arthur I.,* Higher Education
Rothstein, Marsha,* Applied Psychology
Russell, H. Howard,† Curriculum

Ryan, James J., Educational Administration
Saint-Cyr, Jean A., Applied Psychology
Scardamalia, Marlene, Curriculum
Schneider, Barry, Applied Psychology
Schneider, Margaret S., Applied Psychology
Seccombe, Wallace,* Sociology in Education
Selby, David, Curriculum
Seller, Wayne, Curriculum
Shafrir, Uri, Applied Psychology
Shipe, Dorothy,† Applied Psychology
Siegel, Linda, Applied Psychology
Silverman, Harry,† Applied Psychology
Silvers, Ronald, Sociology in Education
Simon, Roger I., Curriculum
Skinner, Harvey A.,* Curriculum
Skolnik, Michael L., Higher Education
Smith, Dorothy E., Sociology in Education
Smyth, Elizabeth M., Curriculum
Stanovich, Keith E., Applied Psychology
Stermac, Lana, Applied Psychology
Sullivan, Edmund V., Adult Education
Swain, Merrill K., Curriculum
Szekely, Eva,* Applied Psychology
Thiessen, Dennis,* Curriculum
Thomas, Alan M., Adult Education
Tiberius, Richard G.,* Higher Education
Toepell, Andrea,* Applied Psychology
Tough, Allen M., Adult Education
Townsend, Richard G., Educational Administration
Tracz, George S.,† Curriculum
Traub, Ross E., Curriculum
Troper, Harold M., History and Philosophy of Education
Volpe, Richard, Applied Psychology
Wahlstrom, Merlin W., Curriculum
Warner, Ronald E.,* Applied Psychology
Watson, Cicely,† Higher Education
Watson, Jeanne C., Applied Psychology
Waxer, Peter,* Applied Psychology

Weininger, Otto, Applied Psychology
Weiser, John C.,† Applied Psychology
Weiss, Joel, Curriculum
Wells, C. Gordon, Curriculum
Wiener, Judith, Applied Psychology
Wignall, Rouleen, Educational Administration
Wilkinson, Joyce A., Curriculum
Willows, Dale M., Applied Psychology
Wilson, David N., Adult Education
Wine, Jeri D.,† Applied Psychology
Wolfe, Richard G., Curriculum
Wolfgang, Aaron,† Applied Psychology
Woodill, Gary,* Applied Psychology
Woolner, Paul,* Adult Education
Zuker, Marvin A.,Educational Administration

*Associates
† Professors and associate professors emeriti

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INQUIRIES

Please address inquiries concerning graduate studies in education to:

Office of Graduate Studies
The Ontario Institute for Studies in Education
252 Bloor Street West
Toronto, Ontario, Canada M5S 1V6
Telephone: (416) 923-6641
Telephone: TDD (416) 926-4760 Graduate Studies
Fax: (416) 323-9964 Graduate Studies
Internet: gradstudy@oise.on.ca
Fax: (416) 926-4725
Cable address: OISETOR